

GOOD ENGLISH

BOOK ONE

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GOOD ENGLISH

ORAL AND WRITTEN

BOOK ONE

(FOR GRADES THREE AND FOUR)

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INTRODUCTION

This book, which is intended for use in the third and fourth grades, is divided into approximately one hundred fifty carefully planned lessons for each year's work.

Plan and Organization

These lessons are grouped into chapters, each composed of a series of related units that center about a common theme, providing work for a period equivalent in general to a school month. The lessons for each chapter, therefore, are not haphazard and miscellaneous but are woven together into a purposeful whole, closing with a complete review of all the language facts treated in this chapter. A special advantage of this plan is that the themes follow closely the activities of the school and correlate with the curriculum, thus obviating the need for separate parallel material merely for language purposes.

The material on which conversation and written exercises are based has been selected with reference to its living

Emphasis Laid on Oral Work

interest to children and its vital relation to their experiences. The lessons are so arranged that oral discussion precedes and prepares for written expression. The wealth of ideas contributed by the various members of the class in oral discussion is thus placed at the service of the individual pupil in the written exercise that follows. Similarly in the mechanics of expression, the difficulties of the written composition are anticipated in the oral lesson. In this way the text recognizes the superior value of oral speech, not only as a preparation for written expression, but also as a means of enlarging vocabulary and giving power in the use of language.

The literary selections in the text are used not only as a basis for oral and written discussions, but also as examples of the technical facts treated in the book, and to a lesser extent as models of correct expression. They suggest a wide range of interesting themes related to children's experiences. Adventure, patriotism, humor, ethics, information, nature study, festival and dramatic incidents, occupations, and sports, all find expression in the literature presented and in the constructive language work—oral and written—which grows out of these selections.

The technical facts treated in this book largely center about the sentence, but great care has been taken to avoid burdening pupils with unnecessary intricacies that promise little or nothing for greater power of expression. Distinct attention is given to the cultivation of the "sentence sense," without which all language teaching is fruitless. The steady insistence that pupils begin each sentence with a capital and end it with a period, a question mark, or an exclamation mark, cannot fail to establish the "feeling" for the sentence as the unit of thought. The ability to write a good sentence is the necessary basis for writing a series of connected sentences.

Great emphasis is placed upon correct usage, especially of such commonly misused words as *this*, *these*, *was*, *were*, *has*, and *have*. The words chosen for treatment have not been selected haphazard on mere personal opinion, but on the basis of recent scientific studies showing the blunders made most frequently by children in oral and written expression, notably the investigations made in Kansas City by the University of Missouri, the investigations made by the University of Wisconsin, and other similar studies.

The authors believe that only through systematic repetition of language facts and of correct forms can accurate habits of expression be established. To accomplish this end, each language fact and correct form taught is put before the pupil again and again with varied associations in subsequent lessons (see Index). This recurrent treatment, reënforced by the reviews at the ends of chapters and the half-yearly and yearly summaries, provides a basis of *thoroughness* that it is believed will secure for pupils a real mastery of the fundamental language principles. Language teaching that does not result in improved expression cannot be called thorough.

No feature of this text has been worked out with greater care than the illustrations. They are not mere decorations, but in all cases serve a distinct purpose in language instruction. Notable instances are the group pictures on pages 163, 241, and 267 which focus the language work upon the paragraph as the unit of expression. Each of these illustrations portrays some well-known story or poem: for example, the picture on page 267 is a graphic representation of Whittier's "The Fish I Didn't Catch." After the pupil has interpreted the picture in his own language, the teacher may well enrich the composition lesson by reading to the class the complete original story, which is printed in the Manual.

The pictures throughout the text are unusually rich in the suggestion of ideas for discussion and in the stimulation of the imagination. Especially happy as a basis for conversation are the interesting sketches by Mr. C. A. Briggs, the widely known cartoonist. The conspicuous place of the cartoon in present-day illustration, particularly in delineating humor, led the authors to include these exceptional examples of this form of graphic art.

In the preparation of this series, the authors have kept constantly in mind the fact that the function of any *school-book* is to serve as a *tool* for classroom use. Attention is called to the following features of the text — many of them unique — which ensure the maximum working efficiency in service when applied to the problems of the schoolroom:

**Special
Features**

(1) A comprehensive glossary, pages 289-296, contains the words of the text that offer valuable vocabulary training either of pronunciation or meaning. The aim is to leave the teacher free to use the glossary according to the needs of her particular class; a suggestive type exercise in word study based on this glossary is given on page 7.

(2) The language facts taught throughout the book are thoroughly organized for purpose of review by means of review lessons at the ends of chapters (see page 11), half-yearly summaries (see page 69), a yearly summary (see page 128), and a complete summary of the book (pages 269-272).

(3) The work for each year has been divided into approximately 150 lessons, providing convenient units for daily assignment.

(4) Special lessons on dramatization, games, dictation, and the memorizing of short literary selections, furnish variety and broaden the scope of the work.

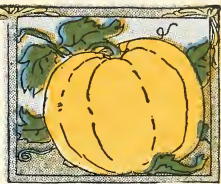
(5) A detailed table of contents, showing the topics treated in each lesson, and a complete index for use in locating every important fact treated add to the serviceability of the book.

(6) A Teachers' Manual is provided, giving detailed suggestions for each lesson.

THE AUTHORS.



CONTENTS



PART I

CHAPTER ONE

LESSON	PAGE
1. Picture Study, Cotton Scenes	1
2. Literature, Mother Nature and the Cotton Bolls	2
3. Literature, The Little Girl Who Would Not Work, <i>Selected</i>	3
4. Dialogue and Dramatization	5
5. Composition, Retelling the Story	7
6. Learning Words: The Glossary	7
7. Composition, My Pets	8
8. Composition, Flowers That I Know	8
9. Sentence: Statement: Period: Beginning Sentences with Capitals	10
10. Review of Chapter	11

CHAPTER TWO

11. Literature, October Sunshine, <i>Mary Ellerton</i>	12
12. The Question	13
13. Picture Study, A Day of Real Sport	15
14. Literature, The Big Red Apple, <i>Kate Whiting Patch</i>	15
15. Dramatization, The Big Red Apple	19
16. Composition, Retelling the Story	19
17. Picture Study, Gathering Apples	21
18. <i>Is: Are</i>	21
19. Literature, The Old Clock, <i>John Charles McNeill</i>	22
20. Capital <i>I</i>	23
21. Question Game (<i>I am not</i>)	23
22. Composition, Telling Time	24
23. Literature, The Dog and the Horse, <i>A Fable</i>	24
24. Composition, Retelling the Story	25
25. Picture Study, At the Watering Trough	26
26. Dictation (Review of <i>I</i>)	26
27. Review of Chapter	28

CHAPTER THREE

LESSON	PAGE
28. Literature, The Three Pumpkins, <i>Phila Butler Bowman</i>	29
29. Composition, Retelling the Story	32
30. Composition, The Pumpkin	32
31. Review of Statements and Questions	33
32. Capitals in Titles	33
33. Capitals in Titles (Continued)	34
34. Composition, Thanksgiving Day	35
35. Literature, Thanksgiving Day, <i>Lydia Maria Child</i>	35
36. Composition, Retelling the Story of the Poem	37
37. A: An: Vowels: Consonants	37
38. A: An (Continued)	38
39. Picture Study, The Real Thanksgiving Spirit	39
40. Game (Review of A and An)	40
41. Singular and Plural	40
42. Literature, Thanksgiving Song, <i>Selected</i>	41
43. Composition, Thanksgiving	41
44. Review of Chapter	42

CHAPTER FOUR

45. Composition, Holidays	43
46. Capitals in Names of Holidays	43
47. Was: Were	44
48. Game (<i>You Were</i>)	45
49. Composition, Christmas	45
50. Picture Study, A Christmas Secret	47
51. Literature, Mother's Christmas Present, <i>Maud Lindsay</i>	47
52. Composition, Retelling the Story	49
53. Capitals in Names of Days of Week	50
54. Picture Study, Getting Ready for Christmas	50
55. Composition, Our Christmas Tree	52
56. Literature, Christmas Joy, <i>Selected</i>	52
57. Review of Chapter	53

CHAPTER FIVE

58. Literature, The Fairy's New Year Gift, <i>Emilie Poulsson</i>	54
59. Composition, Retelling the Story	56
60. Capitals in Names of Months	57
61. Abbreviations of Names of Months	58
62. Literature, High and Low, <i>John B. Tabb</i>	59
63. Dictation	60
64. Picture Study, The Work and Play of Snow Time	60
65. Literature, Wynken, Blynken, and Nod, <i>Eugene Field</i>	62
66. Memorizing the poem	64

CONTENTS

ix

LESSON	PAGE
67. Memorizing the Poem	64
68. Memorizing the Poem	64
69. <i>This: These: That: Those</i>	65
70. <i>This: These: That: Those</i> (Continued)	66
71. Composition, A Playground Game	66
72. Picture Study, One, Two, Three—Go!	67
73. Game (<i>It is I, he, she</i>)	68
74. Half-yearly Summary	69

CHAPTER SIX

75. Literature, My Shadow, <i>Robert Louis Stevenson</i>	70
76. Memorizing the Poem	71
77. Memorizing the Poem	71
78. Memorizing the Poem	71
79. Names of Persons: Initials	72
80. Literature, A Cherokee Legend, <i>A Georgia Tale</i>	73
81. Picture Study, Arlington, Robert E. Lee's Home	74
82. Review of Singular and Plural	75
83. Abbreviations of Titles of Persons	75
84. Writing Dates (Comma between day of month and year)	76
85. Composition, Birthdays	77
86. Literature, A Story of the Flag, <i>Carolyn S. Bailey</i>	77
87. Composition, Retelling the Story	80
88. Picture Study, How an American Boy Routed the British	80
89. Guessing Game (<i>Have: Haven't</i>)	82
90. Review of Chapter	82

CHAPTER SEVEN

91. Literature, March's Call, <i>Maud L. Betts</i>	83
92. Dramatization, March's Call	84
93. Composition, Retelling the Story	84
94. Composition, The Weather	85
95. Dictation	85
96. Picture Study, Brother Fox's Tar Baby	87
97. Directions (east, west, north, south)	88
98. Directions (Continued)	88
99. Composition, Pussy Willows	88
100. Literature, Who Loves the Trees Best? <i>Alice May Douglas</i>	89
101. Dramatization, Who Loves the Trees Best?	89
102. <i>Where</i> words	90
103. Picture Study, Hide-and-Go-Seek	90
104. Literature, One, Two, Three, <i>Henry Cuyler Bunner</i>	91
105. Guessing Game	93
106. Review of Chapter	93

CHAPTER EIGHT

LESSON	PAGE
107. Literature, Birds in Spring, <i>Margaret J. Preston</i>	94
108. Dictation	95
109. Composition, Spring	95
110. The Exclamatory Sentence: Exclamations: Exclamation Mark	96
111. Composition, The Birds	96
112. Literature, Aaron and the Blue Jays, <i>Georgie Le Clair</i>	97
113. Composition, Retelling the Story	98
114. Literature, Robin, <i>Anne Schütze</i>	99
115. Composition, The Rain	100
116. Picture Study, Soap Bubbles	100
117. Composition, India Rubber	102
118. Literature, An Easter Surprise, <i>Louise M. Oglevee</i>	102
119. Composition, Retelling the Story	105
120. Sentence Review	105
121. Composition, Chickens	105
122. Picture Study, "You're No Chicken!"	106
123. Review of Chapter	107

CHAPTER NINE

124. Dictation	108
125. Composition, How to Play Marbles	109
126. Picture Study, A Game of Marbles	109
127. <i>It is I: You were</i> (Review)	110
128. Literature, The Two Gardens, <i>Carolyn S. Bailey</i>	110
129. Composition, Retelling the Story	114
130. Composition, My Garden	114
131. Capitals in Poetry, Baby Seed Song, <i>E. Nesbit</i>	115
132. <i>How Words</i>	116
133. Game (<i>How Words</i>)	116
134. Correct Use of Words (Review)	117
135. Capitals in Titles (Review)	117
136. Composition, Retelling Stories Liked Best	118
137. Literature, The Waking of the Flowers, <i>Phila Buller Bowman</i>	118
138. Dramatization, The Waking of the Flowers	119
139. Composition, Retelling the Story	119
140. Review of Chapter	120

CHAPTER TEN

141. Capital Letters (Review)	121
142. Picture Study, "Here Comes the Train!"	122
143. Literature, The Throstle, <i>Alfred Tennyson</i>	123
144. Memorizing	123

CONTENTS

xi

LESSON	PAGE
145. Literature, Willie's Visit to the Seashore, <i>Alice Lotherington</i>	124
146. Composition, A Swimming Race	126
147. Literature, Vacation, <i>Katharine Lee Bates</i>	127
148. Summary of Capital Letters	128
149. Summary of Punctuation	128
150. Summary of Language Facts	129
151. Summary of Correct Use of Words	129

PART II

CHAPTER ONE

1. Picture Study, Feeding the Birds	133
2. Literature, Robin Redbreast, <i>William Allingham</i>	134
3. Composition, Preparation for Winter	136
4. Literature, September, <i>Christina G. Rossetti</i>	136
5. Composition, What I Know about Fruits	137
6. Composition, A Fruit Tree's Visitors	138
7. General Review, The Habits of Flowers, <i>Selected</i>	138
8. Alphabetical Arrangement (according to first letter)	140
9. Alphabetical Arrangement (according to first two letters)	140
10. Alphabetical Arrangement (according to first three letters)	141
11. Place of the Title: The Legend of Clytie, <i>Selected</i>	142
12. The Paragraph: The Topic	143
13. Composition, The County Fair or The State Fair	144
14. Review of Chapter	145

CHAPTER TWO

15. Literature, October, <i>Christina G. Rossetti</i>	146
16. Literature, Apple-seed John, <i>Carolyn S. Bailey</i>	147
17. The Syllable: The Hyphen	148
18. Review of Capitals	149
19. Making a Paragraph	150
20. Composition, The Apple	151
21. Composition, Nuts	152
22. Words in a Series	152
23. Words in a Series (Continued)	153
24. Picture Study, The Squirrels	155
25. Alphabetical Arrangement (Review)	155
26. The Dictionary (Index Words)	156
27. Use of Topics, A Nutting Trip	157
28. Literature, Brownies, <i>Selected</i>	157

LESSON	PAGE
29. Composition, My Jack-o'-lantern	159
30. Composition, Rewriting the Story.	159
31. Review of Chapter	159
CHAPTER THREE	
32. Literature, November, <i>Selected</i>	160
33. Composition, Farm Animals	161
34. Composition, A Farm Animal I Have Seen	162
35. Picture Study, Evening at the Farm	162
36. Composition, Vegetables	162
37. <i>There: Their</i>	164
38. Literature, Silvercap, King of Frost Fairies, <i>Patterson</i>	165
39. <i>To: Too: Two</i>	166
40. <i>To: Too: Two</i> (Continued)	167
41. Literature, The Pilgrims, <i>Selected</i>	168
42. Picture Study, The First Thanksgiving Day	171
43. The Dictionary (Accent)	171
44. The Dictionary (Diacritical Marks)	172
45. Composition, Thanksgiving	173
46. Review of Chapter	173
CHAPTER FOUR	
47. Literature, December, <i>Christina G. Rossetti</i>	174
48. Literature, The Flax, <i>Hans Christian Andersen</i>	175
49. Literature, The Calico's Story, <i>Selected</i>	178
50. Composition, Sheep	180
51. Composition, Wool	181
52. The Dictionary (Meaning of Words)	181
53. Picture Study, Christmas Dreams	183
54. Literature, The Birds' Christmas, <i>Celia Thaxter</i>	183
55. Possession: The Apostrophe	186
56. Possession (Continued)	187
57. Capitals for the Deity and Places	187
58. Literature, Christmas in Other Lands, <i>Selected</i>	188
59. Composition, Our Christmas	190
60. Review of Chapter	190
CHAPTER FIVE	
61. Literature, Mr. Dream-Maker, <i>Samuel Minturn Peck</i>	191
62. The Dictionary (Illustrations)	192
63. Abbreviations for Days of Week	192
64. Making a Calendar	193
65. Writing Dates	193
66. Keeping a Diary	194
67. Composition, Shelter	195

CONTENTS

xiii

LESSON	PAGE
68. Picture Study, An Indian Camp	196
69. Literature, Letters Showing Lee's Love for Children	197
70. Composition, Retelling the Story	198
71. Composition, The Carpenter	199
72. <i>Has: Have</i>	199
73. Composition, Walks	200
74. Picture Study, A Saturday Afternoon Walk	200
75. Some Common Abbreviations	202
76. Abbreviations of Names of Places	202
77. Half-yearly Summary	203

CHAPTER SIX

78. Literature, A Song, <i>Stark Young</i>	204
79. Composition, St. Valentine	205
80. Letter Writing: The Heading: The Salutation: The Colon	206
81. Letter Writing (Continued) The Complimentary Close: The Signature	207
82. Literature, The Boyhood of Washington, <i>Selected</i>	208
83. Picture Study, Washington Crossing the Delaware	209
84. Literature, Our Flag, <i>Selected</i>	211
85. Literature, True Citizens, <i>Mary McDowell</i>	212
86. Literature, Joel Chandler Harris, <i>Selected</i>	213
87. Quotation Marks with Titles	214
88. Literature, The Children's Hour, <i>Henry Wadsworth Longfellow</i>	215
89. Addressing Envelopes	217
90. Addressing Envelopes (Continued)	218
91. Composition, Postage Stamps	218
92. Composition, Transportation of Mail	219
93. Composition, The Journey of a Letter	219
94. Review of Chapter	220

CHAPTER SEVEN

95. Literature, March, <i>William Cullen Bryant</i>	221
96. Composition, The Wind	222
97. Literature, The Wind in a Frolic, <i>William Howitt</i>	222
98. Composition, My Kite	224
99. Picture Study, A Mill in Holland	224
100. Composition, Water	225
101. Literature, Iris's Bridge, <i>Flora J. Cooke</i>	226
102. Composition, Transportation on Water	227
103. Letter Writing	228
104. Composition, Transportation on Land	228
105. Composition, Transportation on Land (Continued)	228
106. Letter Writing	229

LESSON	PAGE
107. Composition, Spring	230
108. Literature, Why the Rabbit's Tail Is Short, <i>Southern Tale</i>	230
109. Contractions	232
110. Review of Chapter	233

CHAPTER EIGHT

111. Literature, April, <i>Eben Eugene Rexford</i>	234
112. Composition, The Trees	235
113. Dictionary Game	235
114. Composition, The Uses of Trees	236
115. Personified Things, The Tree, <i>Björnstjerne Björnson</i>	237
116. Composition, Arbor Day	238
117. The Outline	239
118. Picture Study, Little Benjamin Franklin's Fishing Wharf	240
119. Composition, Spring	240
120. Literature, Easter Customs, <i>Selected</i>	242
121. Composition, Spring Flowers	243
122. Literature, Waiting to Grow, <i>Selected</i>	243
123. <i>Grow: Grew: Grown</i>	244
124. Literature, The Legend of the Arbutus, <i>Carolyn S. Bailey</i>	245
125. Dramatization, The Legend of the Arbutus	246
126. Literature, Violets, <i>John Moultrie</i>	247
127. Review of Chapter	248

CHAPTER NINE

128. Literature, May, <i>Helen Isabel Moorhouse</i>	249
129. Comma between the Day and the Month	250
130. Composition, Spring Games	251
131. Composition, Farming	251
132. Contractions (Review), Nature's Hired Man, <i>John Kendrick Bangs</i>	252
133. Composition, Poultry	254
134. Composition, How to Make a Chicken Coop	254
135. Picture Study, The Circus	254
136. Literature, What They Do, <i>Louisa M. Alcott</i>	256
137. The Direct Quotation	257
138. Choice of Words	258
139. Literature, The Dandelion: <i>See, Saw</i>	258
140. Dialogue	260
141. Summarizing Diaries	261
142. Summarizing Diaries (Continued)	261
143. Review of Chapter	262

CONTENTS

xv

LESSON	CHAPTER TEN	PAGE
144. Literature, Bob White! Wheat's Ripe! <i>W. T. Whitsett</i> . . .		263
145. Comma with <i>Yes</i> and <i>No</i>		264
146. Literature, A Boy's Song, <i>James Hogg</i>		265
147. Picture Study, Never Brag of Your Fish Before You Catch Him		266
148. Plurals in <i>S</i>		268
149. Composition, My Vacation		268

GENERAL SUMMARY OF BOOK I

150. Summary of Capital Letters	269
151. Summary of Punctuation	269
152. Summary of Language Facts	270
153. Summary of Correct Use of Words	272
APPENDIX	273
GLOSSARY	289
INDEX	297



COTTON SCENES

GOOD ENGLISH

PART I

CHAPTER ONE



LESSON 1 — PICTURE STUDY

1. Conversation.

What do you see in the picture at the top of the opposite page? Tell what the two children are doing.

What time of year is it? How do you know?

How old do you think the children are?

What does the picture at the bottom of the page tell you? Where is the man taking the cotton? What will be done with it there?*

Tell some of the things that this cotton may be used for.

Name five things you use that are made from cotton.

2. Written Exercise.

Write a list of the things that you see in the two pictures.

LESSON 2 — LITERATURE

1. Reading.

MOTHER NATURE AND THE COTTON BOLLS

One hot September day Mother Nature found all her cotton bolls drooping heavily upon their stalks and quite white with fear.

“Dear children,” she cried, “what can be the matter?”

One fluffy white boll told her the trouble. They had been so happy, he said, when their gray seeds had burst and the green leaves had pushed out from the stalks. And when they blossomed, they thought that no more beautiful life could come to them. But soon their life became even more lovely, for each blossom grew into a soft downy ball wrapped around a little gray seed that would go back into the ground in the spring.

But now the bolls were being torn away by rough hands, and they knew that later they would be pressed and tied into huge bales and sent far away. Then they would die, and no one would think of them again.

When the story was finished, Mother Nature smiled kindly and said, “Do not sigh any more, my dears. You will not be lost. It is true that you will be torn to bits, but you will in this way become the Friend of the World. You will clothe the poor and bless the sick and wounded with your gentle touch. You will be of use to mankind in all the lands the sun shines upon. You will live again in the good you will do.”

And the bolls were happy and contented once more.

— *Selected.*

2. Study of Story.

What fear came upon the cotton plants?

Tell how they became happy and contented again.

LESSON 3 — LITERATURE

1. Reading.

THE LITTLE GIRL WHO WOULD NOT WORK

There was once a little girl who wanted to play all day.

Her mother thought she would grow to be an idle girl if she played so much.

“You are old enough now to do some work, little daughter,” she said, one day. “Even though you are a tiny girl you can learn to be busy.”

But the little girl said: “Oh, Mother, I do not like to work. Please let me go to the woods and play before I do my tasks.”

So her mother said she might play for a little while.

The child ran out of the house, across the garden, and down to the woods, as fast as her feet could carry her. As she hurried on, a red squirrel jumped across her path. The little girl said to him: “Red Squirrel, you don’t work, do you? You just play and eat nuts from morning till night. Isn’t that all you do?”

“I don’t work!” chattered the red squirrel. “Why, I am working now, and I worked all day yesterday, and all the day before. I have a family living in the old oak tree, and I must store away nuts for the winter. I have no time to play.”

Just then a bee came buzzing by, and the little girl said: “Little Bee, do you work, or do you play all day?”

“Work!” said the bee. “Why, I am always working, gathering sweets and making the honeycomb for you. I have no time to play.”

The little girl walked along very slowly, for she was thinking. Soon she saw an ant down in the path, carrying a very large crumb of bread.

"That crumb of bread is too heavy for you, Little Ant," said the child. "Drop it and play with me!"

"I don't care how heavy it is," said the ant. "I was so glad to find it that I am willing to carry it. Oh no, I couldn't stop to play."

The little girl sat down upon a stone to think. "The animals and insects all have tasks to do, but I don't believe the flowers work," she said to herself. "Do you work, Pink Clover?" she asked of a little flower growing at her feet.

"Oh yes, I am very busy," said the pink clover. "I gather the sunbeams every morning and keep them shut in my petals all day long. I drink up all the moisture I can find with my roots, and I grow and grow, to get ready for the seed time. All the flowers must work," said the pink clover.

Then the little girl ran home to her mother and said: "Mother, the squirrels, the bees, the ants, and the flowers all work. I am the only idle one; I want some work to do, too."

Her mother brought out a little apron which the child had begun to hem so long ago that she had forgotten all about it; and the little girl worked faithfully upon it. She never again wanted to play all day long.

— *Selected.*

2. Study of Story.

What did the child's mother want her to do? Why?

What did the little girl want to do?

What did she see when she went to the woods?

What did she ask them? What did they say?

What did she do when she went home?

3. Seat Work.

Read the story so carefully that you can help dramatize it.

LESSON 4 — DIALOGUE AND DRAMATIZATION

1. Development.

When two or more persons talk together, we call the conversation a **dialogue**.

When the dialogue is acted, it is called a **dramatization**.

Study this dramatization and then play it. You need not use these exact words; express the thought in your own language.

THE LITTLE GIRL WHO WOULD NOT WORK

Time — One Day

Place — In the Country

Persons:

GIRL	RED SQUIRREL	ANT
MOTHER	PINK CLOVER	BEE

Scene: A little girl at home with her mother.

MOTHER: You are old enough to do some work, little daughter. Even a tiny girl can learn to be busy.

GIRL: Oh, Mother, I do not like to work. Please let me go to the woods and play before I do my tasks.

MOTHER: Very well; you may go for a little while.

(The little girl runs down to the woods to play, and sees a red squirrel.)

GIRL: Red Squirrel, you don't work, do you? You just play and eat nuts from morning till night. Isn't that all you do?

RED SQUIRREL: I don't work! Why, I am working now, and I worked all day yesterday, and all the day before. I have a family living in the old oak tree, and I must store away nuts for the winter. I have no time to play.

(Just then the little girl sees a bee that comes buzzing by.)

GIRL: Little Bee, do you work, or do you play all day?

BEE: Work! Why, I am always working, gathering sweets and making the honeycomb for you. I have no time to play.

(The little girl walks slowly on and soon sees an ant down in the path.)

GIRL: That crumb of bread is too heavy for you, Little Ant. Drop it and play with me.

ANT: I don't care how heavy it is. I was so glad to find it that I am willing to carry it. Oh no, I couldn't stop to play.

(The little girl sits down upon a stone to think and she sees a pink clover growing at her feet.)

GIRL: The animals and insects all have tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?

PINK CLOVER: Oh yes, I am very busy. I gather the sunbeams every morning and keep them shut in my petals all day long. I drink up all the moisture I can find with my roots, and I grow and grow, to get ready for the seed time. All the flowers must work.

(The little girl runs home to her mother.)

GIRL: Mother, the squirrels, the bees, the ants, and the flowers all work. I am the only idle one; I want some work to do, too.

(Then the mother gives the little girl an apron to hem, and she begins to work faithfully upon it. She no longer wants to play all day long.)

2. Seat Work.

Study carefully the part of the dramatization assigned to you by your teacher.

LESSON 5 — COMPOSITION

1. Conversation.

- (a) Repeat the dramatization of Lesson 4.
- (b) Retell the story in your own words.

2. Written Exercise.

Copy these sentences, filling the blanks:

1. The little girl did not want to —.
 2. She wanted to —.
 3. She ran to the —.
 4. She saw a —, a —, an —, and a —
 5. She asked them to — with her.
 6. They said they had — to do.
 7. So she ran —.
-

LESSON 6 — LEARNING WORDS: THE GLOSSARY

1. The Meaning and Pronunciation of Words.

In any poem or story there may be some words you do not know the meaning of, or that you do not know how to pronounce correctly. To help you in the study of such words, a Glossary is provided, beginning on page 289. Wherever in this book you find a word the pronunciation or meaning of which you do not know, look it up in the Glossary.

Study the pronunciation and meaning of the following words found in the story of Lesson 3:

tiny task moisture petals

2. Written Exercise.

Write sentences containing the above words.

LESSON 7 — COMPOSITION

1. Conversation.

Subject: *My Pets.*

- (a) Study the picture on the opposite page.
- (b) Tell the story that the picture suggests to you.
- (c) Describe any pets you have.
- (d) Tell about some of their tricks.
- (e) What pets do you like best?
- (f) Why do your pets like you?

2. Written Exercise.

Make a list of animals that are sometimes kept as pets.

LESSON 8 — COMPOSITION

1. Conversation.

Subject: *Flowers That I Know.*

- (a) Their names.
- (b) The color of each.
- (c) Those I like best.

2. Written Exercise.

Make a list of autumn flowers, both wild and cultivated. Arrange them according to color, as in this table, filling as many of the blanks as you can.

PURPLE	BLUE	YELLOW	ORANGE	RED	WHITE



MY PETS

LESSON 9 — SENTENCE: STATEMENT: PERIOD:
BEGINNING SENTENCES WITH CAPITALS

1. Development.

Bring a flower to class and look at it carefully.

Tell one thought about its color, as, *My rose is red.*

Write this thought on the board.

Tell a thought about where the flower grows.

Write this thought on the board.

When we speak or write a complete thought we call it a sentence.

When the sentence tells something as a fact we call it a statement.

With what kind of letter does each of your sentences on the board begin?

What mark is placed at the end of each statement?

Look at the first line in the story of Lesson 3.

Is it a sentence? Why? Is it a statement?

With what kind of letter does this sentence begin?

What mark is placed at the end of this sentence?

Learn:

A sentence is a group of words expressing a complete thought.

Every sentence should begin with a capital letter.

A statement is a sentence that tells something as a fact.

Every statement should end with a period.

2. Written Exercise.

Copy the above rules in your notebook.

LESSON 10 — REVIEW OF CHAPTER

What is a dialogue?

What is a dramatization?

What is a sentence? Give an example.

What is a statement? Give an example.

With what kind of letter should every sentence begin?

What mark should be placed at the end of every statement?

Write four sentences on the blackboard.

Make any corrections that are needed in your sentences.

Copy in your notebook the four sentences you wrote on the board.

Copy these sentences. Be careful to use capital letters and periods correctly:

1. The ant and the bee are busy workers.
2. The squirrel works faithfully.
3. The flowers work all day long.
4. The little girl asked her mother for some work to do.
5. Her mother gave her an apron to hem.

CHAPTER TWO



LESSON 11 — LITERATURE

1. Reading.

OCTOBER SUNSHINE

A tingle in the air so clear,
That's how we know October's here.
A golden bloom on peach and pear,
And sunshine, sunshine everywhere.

A whirl of leaves, a golden haze,
The woods with sunset tints ablaze,
What makes October's days so fair?
There's sunshine, sunshine everywhere.

— *Mary Ellerton.*

2. Study of Poem.

Read the poem carefully.

What is meant by "A tingle in the air"?

What makes the leaves whirl?

Describe the woods as you have seen them in October.

Why is October a pleasant month?

3. Written Exercise.

Copy the second stanza in your notebook.

LESSON 12 — THE QUESTION

1. Development.

What is a sentence? What is a statement?

Read these sentences:

1. It is October.
2. October is the tenth month.
3. What month comes next?
4. Can you spell the name of this month?

Read the above sentences that make statements.

Read the sentences that do not make statements.

What *do* these sentences do?

A sentence that asks something is called a **question**.

With what kind of letter does the first word of a statement begin?

With what kind of letter do we begin a question?

What mark is placed after a statement?

What mark is placed after a question?

Find a question mark in the poem of Lesson 11.

Learn:

Some sentences make statements.

Some sentences ask questions.

Every sentence should begin with a capital letter.

Every statement should end with a period.

Every question should end with a question mark.

2. Written Exercise.

Write five questions and the answers to them.



A DAY OF REAL SPORT

LESSON 13 — PICTURE STUDY

1. Conversation.

What do you see in the picture on page 14?

What tells you the boys are having great sport?

What kind of nuts do you think they are gathering?

If you have ever gone on a nutting trip, tell about it.

Tell the story that the picture suggests to you.

2. Written Exercise.

Write the story the picture suggests to you; or write about any nutting trip you have taken. Be careful to begin each sentence with a capital letter and to end it with a period or a question mark.

LESSON 14 — LITERATURE

1. Reading.

THE BIG RED APPLE

Bobby was a little boy who lived with his grandfather.

One day Bobby's grandfather sat by the fire while Bobby lay on the hearthrug, looking at a picture book.

"Ho, ho!" yawned grandfather, "I wish I had a big red apple! I could show you how to roast it, Bobby."

Bobby jumped up as quick as a flash. "I'll get one for you," he said. He picked up his hat and ran out of the house as fast as he could go. He knew where he had seen an apple tree down the road — a tree all bright with big red apples.

Bobby ran on by the side of the road until he came to the big apple tree, but there was not an apple to be seen.

"Oh," cried Bobby, "where have they all gone?"

Then he heard a rustling through the leaves of the tree.

"I haven't an apple left, my dear.

You'll have to wait till another year."

Bobby was surprised. "But where have they all gone?" he asked again. The apple tree only sighed. So the little boy turned away and started home across the fields.

Soon he met a pussy-cat. "Oh, Pussy," he said, "do you know what they have done with the big red apples?"

Pussy looked up at him, saying:

"Mew, mew, mew! Mew, mew, mew!

I haven't a big red apple for you."

Bobby went on and at last met a friendly dog. "Oh, Doggie, can you tell me what they have done with the big red apples?" he asked.

The dog wagged his tail and barked:

"Bow, wow, wow! Bow, wow, wow!

If I knew, I would surely tell you now."

The little boy went on, until he came to a kind old cow. "Oh, Mooly Cow," said Bobby, "will you tell me what has become of the big red apples?"

The cow rubbed her nose against him, and said:

"Moo! moo-o-o! Moo! moo-o-o!

I'd like a big red apple, too."

The little boy laughed and walked on until he came to the edge of the woods; and there was a big gray squirrel.

"Hello, Gray Squirrel," said Bobby. "Can you tell me what has become of the big red apples?"

The squirrel whisked about and said to Bobby:

"The farmer has hidden them all away,
To eat on a pleasant winter's day."

Then the squirrel ran to the foot of a chestnut tree and began to fill his little pockets with shiny nuts to carry to his own storehouse. "Oh, thank you," said Bobby, and ran up the hill to the farmer's house as fast as he could go.

"Good morning, my little man," said the farmer; "what can I do for you today?"

"Please," said Bobby, "I want a big red apple."

The farmer laughed. "Come with me," he said, "and you shall pick out one for yourself."

So Bobby and the farmer walked out to the great barn. There the little boy saw a great many barrels standing in a row, and every barrel was full of big red apples.

"Oh, what a lot!" said Bobby. "Why did you pick them all?"

"We didn't want to leave them for Jack Frost, did we?" said the farmer.

"Does Jack Frost like apples?" asked Bobby.

"He likes to pinch them," said the farmer, "but we like to eat them; so we gather them in for winter."

Bobby looked about the barn. Near the barrels of red apples was another row of barrels all filled with green apples, and farther on was a pile of yellow pumpkins; near that was a heap of green and yellow squashes, another of turnips, and then piles of yellow corn.

"Are you keeping all these things for winter?" asked Bobby.

"Yes," said the farmer, "we've been gathering in the harvest of all the good things that summer has given us."

"And do the squirrels gather in a harvest, too?" asked Bobby.

"Indeed they do," said the farmer.

"Then that was how the squirrel knew," thought Bobby.

Soon the boy's eyes began to shine. "Won't you have

lots of good things for Thanksgiving!" he said. "Pumpkin pie, and apple pie — and everything!"

"Well," said the farmer, "I guess there's plenty to be thankful for right here. Did you say you wanted a red apple, sonny? Help yourself."

Bobby walked up to a barrel and picked out the biggest red apple he could find.

"Thank you, Mr. Farmer," he said; then he ran home and gave the apple to his grandfather.

"What a fine apple this is!" said grandfather. "Now find me a bit of string."

Bobby found the string, and grandfather tied one end of it to the stem of the apple. He fastened the other end of the string to the mantle shelf; and there the apple hung over the fire. It turned and twisted, and the juice sizzled out, until, by and by, the apple grew softer and was all roasted.

Bobby brought a plate and two spoons; then he and grandfather sat before the fire and ate the big red apple.

— *Kate Whiting Patch.*

2. Study of Story.

What did the grandfather say to Bobby?

What did Bobby say? What did he do?

What did he find when he reached the apple tree?

What animal did he meet first? What did she say to him?

What animal did Bobby meet next?

Then what animal did Bobby meet?

What animal told him where to find the apples?

What did he learn from the farmer?

Tell what was done with the apple.

3. Written Exercise.

Copy these sentences, filling the blanks:

1. Bobby met a —, a —, a —, and a —.
 2. The — told him to go to the —.
 3. The — gave him a — — —.
 4. He ran — to his —.
 5. They roasted the — and — it.
-

LESSON 15 — DRAMATIZATION**1. Conversation.**

Dramatize the story "The Big Red Apple."

2. Written Exercise.

Write three statements and three questions about the above story. With what kind of letter should you begin each sentence? What mark should you place at the end of each statement? What mark should you place at the end of each question?

LESSON 16 — COMPOSITION**1. Conversation.**

- (a) Repeat the dramatization of Lesson 15.
- (b) Retell the story.

2. Written Exercise.

Draw a picture showing grandfather roasting the apple; or write four sentences telling the same incident.



GATHERING APPLES

LESSON 17 — PICTURE STUDY

1. Conversation.

What do you see in the picture on the opposite page?

Do you think the workers are careful? Why do you think so?

Tell the story suggested to you by the picture.

2. Written Exercise.

Write the story suggested to you by the picture.

LESSON 18 — *IS: ARE*

1. Development.

1. My apple *is* red.
2. Those apples *are* yellow.

Which sentence speaks of only one apple?

Which sentence uses *is*?

Which sentence speaks of more than one apple?

In which sentence is *are* used?

Learn:

We use *is* with words meaning one.

We use *are* with words meaning more than one.

2. Written Exercise.

Write these sentences, filling the blanks with *is* or *are*:

1. October — here.
2. The apples — in the barrel.
3. The squirrels — running in the woods.
4. — the little girl telling a story?

LESSON 19 — LITERATURE

1. Reading.

THE OLD CLOCK

All day low clouds and slanting rain
Have swept the woods and dimmed the plain.
Wet winds have swayed the birch and oak,
And caught and swirled away the smoke;
But all day long the wooden clock
Went on, nic-noc, nic-noc.

When deep at night I wake with fear,
And shudder in the dark to hear
The roaring storm's unguided strength,
Peace steals into my heart at length,
When calm amid the shouts and shock,
I hear nic-noc, nic-noc.

— *John Charles McNeill.*

2. Study of Poem.

What kind of day did the poet write about in the first stanza?

What was the clock doing all that day?

What sometimes happens, at midnight, to the writer?

Of what use is the old clock then?

Find in the Glossary the pronunciation of *calm* and the meaning of "dimmed the plain" and *swirled*.

3. Written Exercise.

Draw a picture showing a wooden clock; or write three sentences telling the story of the poem.

LESSON 20 — CAPITAL *I*

1. Development.

1. If *I* knew, *I* would surely tell you.
2. What can *I* do for you today?

Find the shortest word used in the above sentences.
With what kind of letter is it written?

Learn:

I, when used as a word, is always a capital letter.

2. Written Exercise.

Copy sentences 1 and 2 in your notebook.
Write two sentences using *I* as a word.

LESSON 21 — QUESTION GAME (*I AM NOT*)

1. Conversation.

- FIRST CHILD: Guess what I am.
SECOND CHILD: Are you a fruit?
FIRST CHILD: No, I am not a fruit.
SECOND CHILD: Are you an animal?
FIRST CHILD: Yes, I am an animal.
SECOND CHILD: Are you a cat?
FIRST CHILD: No, I am not a cat.

Continue until the right animal is guessed.
Make other games, using questions and answers.

2. Written Exercise.

Write a similar game, using questions and answers.
What capitals should you use in writing this game?
What mark should you place after each question?

LESSON 22 — COMPOSITION

1. Conversation.

Subject: *Telling Time.*

- (a) What the clock tells us. (It tells us when it is time to get up. What else does it tell us?)
- (b) How I tell what time it is. (Draw a clock face, and explain what time it shows.)

2. Written Exercise.

Write six questions about the clock. What mark should you place at the end of each question?

LESSON 23 — LITERATURE

1. Reading.

THE DOG AND THE HORSE

A dog and a horse once lived in the same farmyard. In the spring the fields of the farm were green with grain; in summer they were yellow with ripening wheat; in autumn they were brown with the harvest.

As the neighbors passed by this farm they always said, "Stefan has a fine farm. He is a lucky man."

One day when the dog heard these words he said to the horse, "Of course Stefan has a fine farm. That is because I work so hard. In the daytime I keep the cattle out of the fields of grain. At night I guard the house and barns so that thieves cannot enter.

"But what do *you* do? I have never seen you do anything but plow or draw a cart; and you sleep all night. The farm could get along without you."

“What you say is true,” answered the horse. “You do keep the cattle out of the fields of grain, and you do guard the barns and the house at night. But did you ever stop to think that if I did not plow the fields there would be no grain here for you to watch?”

“Stefan would have no wheat and oats and barley in his barns. He would not need to keep a watchdog, and you would have no home. Perhaps I had better live in the farmyard a little longer. What do you think about it now?”

And for once, the dog had nothing to say.

— *A Fable.*

2. Study of Story.

What did the dog say his work was?

What did he think of the horse?

What reply did the horse make?

Which animal was of greater value to the farm?

3. Written Exercise.

Write two sentences telling what the dog did for the farmer.

Write two questions that the horse asked the dog.

LESSON 24 — COMPOSITION

1. Conversation.

Retell the story of the dog and the horse.

2. Written Exercise.

Write ten sentences telling about the story; or cut trees, a barn, a horse, and a dog, and mount them on dark paper for a poster.

LESSON 25 — PICTURE STUDY

1. Conversation.

What do you see in the picture on page 27?

Imagine you are the man shown in the picture; tell what you have been doing.

2. Written Exercise.

Write the story that is suggested to you by the scene in the picture.

LESSON 26 — DICTATION (REVIEW OF I)

1. Conversation.

Try to guess the riddles given below.

Write one of them from dictation.

1. First day white, next day red,
Third day from my birth I'm dead;
Though I am of short duration
Yet withal I clothe the nation.

— *Selected.*

2. I am yellow and round, with eyes and nose,
I've a mouth, but do not eat;
I'm large or small, with a light inside,
And I never have any feet.

— *Prudence M. Kenner.*

2. Written Exercise.

Correct any mistakes you have made in the dictation, and copy the riddle in your notebook.



Dagnan-Boweret

AT THE WATERING TROUGH

LESSON 27 — REVIEW OF CHAPTER

What is a sentence? Give an example.

With what kind of letter should every sentence begin?

What is a statement? Give an example.

What mark should be placed at the end of every statement?

Write two questions. What mark should you place after each question?

Give two sentences each containing *is* correctly used.

Give two sentences each containing *are* correctly used.

Write two sentences using *I* as a word. With what kind of letter have you written *I*?

Read these sentences, filling the blanks with *is* or *are*:

1. The squirrel's home — in the tree.
2. There — apples on the ground.
3. — there a girl in the picture?
4. The leaves — on the ground.
5. — there any apples on the tree?
6. Where — the squirrels now?
7. — there any squirrels in the woods?

Read these questions and answer them in complete sentences, as, "Are you playing?" "No, I am not playing."

1. Are you going to the flower show?
2. Are you going to play football?
3. Are you studying music?
4. Are you a good speller?
5. Are you a good pianist?

CHAPTER THREE



LESSON 28 — LITERATURE

1. Reading.

THE THREE PUMPKINS

Three little pumpkins were growing on one vine. They were green and round and no bigger than baby's fist.

"I am going to be a big pumpkin," said one. "I am going to grow so big that everybody will come from all over the world to see me. I heard the farmer telling someone the other day that I should be a prize pumpkin."

"I am going to grow very big, too," said the second pumpkin. "I am going to grow as big as the moon and just as yellow. I shall light the whole world."

The third pumpkin, who was smaller than his brothers, kept very still. He did not think he could ever grow as big as the moon, and he was so modest that he did not hope to have all the people in the world come to look at him. All he wanted was to be of some use in the world.

So he asked the toad, who came hopping along one day, "Of what use may a pumpkin be in the world, Mr. Toad?"

"Oh, a pumpkin may be used for many things," answered the toad, "but I think the very nicest pumpkins are made into pies. Everybody likes pumpkin pies, but not all pumpkins make good pies."

"Then I should like to be made into a pie for a little girl to eat," said the third pumpkin.

The other pumpkins heard him and laughed.

"Dear me! what an ambition!" said the first pumpkin, "to be willing to be made into a pie and eaten when one might hope to be a prize pumpkin and have everybody in the world come to look at him."

"What a silly!" said the second pumpkin, "to think of being made into a pie when one could light the whole world."

The little pumpkin did not answer, but he did not change his mind. Every day, when the farmer's little daughter walked along the path at the edge of the field, he thought how nice it would be to be made into a pie for her to eat, and thus help her to grow.

So he drank in the dew and the rain, and grew golden in the sun, and kept on quietly growing. By and by the corn was ripe, and the farmer came to gather the pumpkins.

"Ah!" he said, "what a fine, large pumpkin! I was sure it would be a prize pumpkin. I will take it to the village fair and all the people in the village will come to see it, and find what large pumpkins I raise."

The prize pumpkin glowed with pride as the farmer laid him carefully on his wheelbarrow.

"I am sorry that all the people in the world are not coming to see me," he said, "but I shall be seen by a great many, and one cannot have things just as he would wish."

"Here is another fine, large pumpkin," said the farmer. "Here, Little Son, you may have this pumpkin for a jack-o'-lantern. Put it up on a post and it will throw a light as far as the middle of the street."

The second pumpkin sighed. This was not quite like lighting the whole world! Still it would be great fun to light part of the street.

Then the farmer saw the little pumpkin.

"Well, well!" he cried. "Here is a little pumpkin, just the sort for a good pie. We will have a Thanksgiving pie for little son and little daughter and all the little cousins."

The little pumpkin almost burst his shell in the joy of what he heard. To be made into a Thanksgiving pie and help so many children to grow — this was better than anything he had dared to expect.

Then all the pumpkins were carried away to the big barn. Soon the farmer took the biggest pumpkin away to the fair. Many people stopped to look at it and said, "What a beautiful pumpkin!" It was such a beautiful pumpkin that a man called the judge pinned a blue ribbon to its stem, and the pumpkin was very happy.

The little son came very soon and took away the pumpkin that had wished to light the whole world. It made a fine jack-o'-lantern; it sent a glow halfway across the street and was quite content.

But the best of all was when Thanksgiving Day came. Then the little daughter and the little son and all the little cousins sat together at the long table and the cook brought in a beautiful brown pumpkin pie.

— *Phila Butler Bowman.*

2. Study of Story.

Tell what each pumpkin wanted to do.

What finally happened to each of them?

3. Written Exercise.

Write in your own words the story of the three pumpkins. Be careful to use capital letters and periods correctly.

LESSON 29 — COMPOSITION

1. Conversation.

Retell the story of the three pumpkins.

2. Written Exercise.

Draw, or cut and mount, the pumpkin vine and the three pumpkins.



LESSON 30 — COMPOSITION

1. Conversation.

Subject: *The Pumpkin.*

(a) When and how planted.

(c) The pumpkin.

(b) The vine.

(d) Its uses.

2. Written Exercise.

Write a description of the pumpkin; or write the story suggested to you by the above picture.

LESSON 31 — REVIEW OF STATEMENTS AND QUESTIONS**1. Conversation.**

1. The squirrel sits in the tree.
2. He is getting ready for winter.
3. What does he say?
4. The flowers are asleep in their beds.
5. Where have the birds gone?
6. When will winter come?
7. How is your mother preparing for winter?

Which of these sentences are statements?

What mark is placed after them?

Which sentences are questions?

What mark is placed after them?

2. Written Exercise.

Copy five statements and five questions found in your reading book.

LESSON 32 — CAPITALS IN TITLES**1. Development.**

1. Irene, the Idle
2. A Little Lad of Long Ago
3. Calling the Violet
4. Hans and the Four Great Giants
5. The Brooklet

Read the names of these stories and poems.

The name of a book, a story, a poem, or a picture is called the title.

What kind of letter is used to begin the first word of each title in the preceding list?

The first word in a title begins with a capital letter.

What other word in the first title begins with a capital letter?

The important words in a title begin with capital letters.

Which words in the other titles begin with capitals?

Tell why they begin with capital letters.

Learn:

The name of a book, a story, a poem, or a picture is called the title.

The first word of a title begins with a capital letter.

The important words in a title begin with capital letters.

2. Written Exercise.

Copy ten titles of stories or poems from your reader.

LESSON 33 — CAPITALS IN TITLES (*Continued*)

1. Dictation.

Write the following titles from dictation and be prepared to account for your use of capitals:

1. The Dog and the Horse
2. Birds in Spring
3. A Visit from St. Nicholas
4. At the Watering Trough

2. Written Exercise.

Copy the above titles correctly in your notebook.

LESSON 34 — COMPOSITION

1. Conversation.

Subject: *Thanksgiving Day.*

(a) How I spent one Thanksgiving Day.

(b) How I would like to spend this Thanksgiving Day.

2. Written Exercise.

Write a composition telling how you would like to spend Thanksgiving Day.

LESSON 35 — LITERATURE

1. Reading.

THANKSGIVING DAY

Over the river and through the woods,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the woods—
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the woods
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the woods
And straight through the barnyard gate.
We seem to go
Extremely slow;
It is so hard to wait!

Over the river and through the woods
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

— *Lydia Maria Child.*



2. Study of Poem.

Who is speaking in this poem?

Where does the grandfather live?

Why does the horse know the way?

What bells are ringing?

Why does the child find it "so hard to wait"?

Who is waiting for them?

How has she been preparing for their coming?

3. Written Exercise.

Rewrite your composition of Lesson 34, correcting all mistakes marked by your teacher.

LESSON 36 — COMPOSITION

1. Conversation.

Read the poem "Thanksgiving Day."

Tell the story in your own words.

2. Written Exercise.

Write the story you have just told.

LESSON 37 — A: AN: VOWELS: CONSONANTS

1. Development.

1. The man cut down *a* tree with *an* ax.
2. *An* eager crowd had gathered to watch the game.
3. Aladdin was *an* idle fellow.
4. The robin had *a* nest in *an* oak tree.
5. *A* little girl carried *an* umbrella.

From the above sentences, make a list of words that have *an* before them.

What are the first letters of these words?

These five letters, *a, e, i, o, u*, are called **vowels**. All

of the other letters of the alphabet are called **consonants**.

Learn:

Use *an* before words beginning with a vowel sound.

Use *a* before words beginning with a consonant sound.

2. Written Exercise.

Write sentences that contain *a* or *an* used correctly before the following words:

echo bat uncle empty horse

LESSON 38 — A: AN (*Continued*)

1. Questions and Drill.

A is used before words beginning with what kind of letters? When is *an* used?

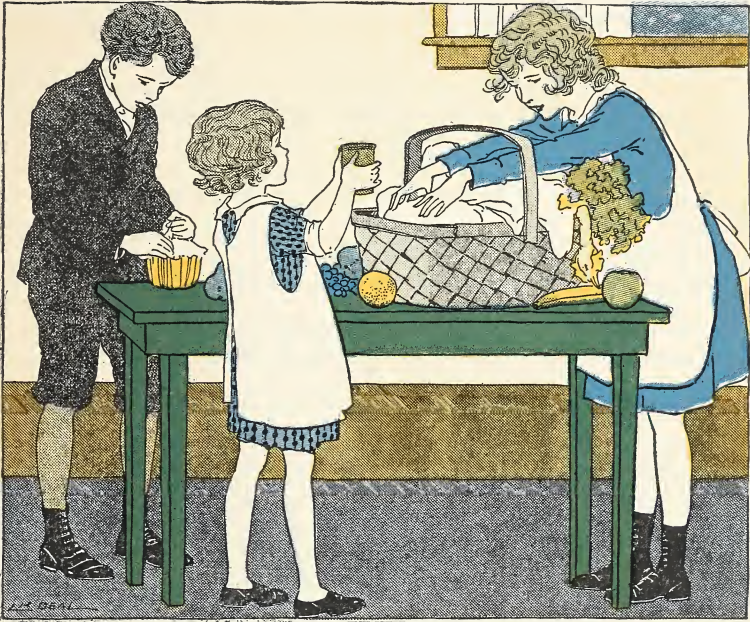
Read aloud these sentences, filling the blanks with *a* or *an*, and give your reasons:

1. This is — autumn day.
2. Tommy was eating — egg.
3. Little Gluck saw — old man in — huge coat and — high hat standing at the door.
4. Little Crow was — Indian chief.
5. The branches of — oak tree spread out at the top like — umbrella.

2. Written Exercise.

Write sentences that contain *a* or *an* used correctly before the following words:

ball elbow ache icicle window



THE REAL THANKSGIVING SPIRIT

LESSON 39 — PICTURE STUDY

1. Conversation.

What does the picture above tell you?
Read the title. Give another title for it.
What is in the basket? Why do you think so?
To whom will the children give the basket?
Do you help anyone at Thanksgiving time?

2. Written Exercise.

Write the story suggested by the picture.

LESSON 40 — GAME (REVIEW OF A AND AN)

1. Conversation.

Play that you went visiting on Thanksgiving Day. Tell one thing that you saw.

Example:

TEACHER: Mary, where did you go on Thanksgiving Day?

MARY: I went to the farm.

TEACHER: What did you see at the farm?

MARY: At the farm I saw an old horse.

2. Written Exercise.

Write ten sentences telling what you saw on Thanksgiving Day. Use the words *a*, *an*, and *I* in these sentences.

LESSON 41 — SINGULAR AND PLURAL

1. Development.

1. The little *pumpkin* was happy.
2. The wind stings the *toes* and bites the nose.

Read the first of the above sentences. In it do we speak of one pumpkin or of more than one?

Words that are used in speaking of one person or thing are said to be **singular**.

Which word in the second sentence means more than one thing?

Words that are used in speaking of more than one person or thing are said to be **plural**.

2. Written Exercise.

Make lists of the singular words and the plural words in the last six lines on page 29.

LESSON 42 — LITERATURE

1. Reading.

THANKSGIVING SONG

May we be thankful for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.

— *Selected.*

2. Study of Poem.

Why do we have a Thanksgiving Day?
For what does the poet say we should be thankful?
For what else are you thankful?
Memorize the above stanza.

LESSON 43 — COMPOSITION

1. Conversation.

Repeat from memory the poem of Lesson 42.
Name some things that make the world "so fair."

2. Written Exercise.

Write the stanza of Lesson 42 in your notebook.
Make a list of things for which you should be thankful.

LESSON 44 — REVIEW OF CHAPTER

Write the title of a book you have read; the title of a poem you like; the title of the story you like best; the title of a picture you know. Which words in these titles have you begun with capital letters? Why?

Give two sentences containing singular words.

Give two sentences containing plural words.

What is a singular word? A plural word?

Give two sentences containing *an* correctly used.

Give two sentences containing *a* correctly used.

Before which of the following words is *an* used? Before which is *a* used? Give the reason.

apple	egg	inkwell	eagle
open	umpire	orange	ant

Read these sentences, filling the blanks with *a* or *an*:

1. I saw —— man that I knew.
2. I saw —— old man that I knew.
3. The boy slept near —— open window.
4. —— horse was drawing —— empty cart.
5. He saluted —— American flag.
6. —— umpire caught the ball.
7. I found —— inkwell.
8. James gave me —— orange.

Repeat from memory the stanza you learned in Lesson 42.

CHAPTER FOUR



LESSON 45 — COMPOSITION

1. Conversation.

Subject: *Holidays.*

- (a) What they are. (b) Their names.
(c) Why we celebrate each of them.

2. Seat Work.

Draw an American flag and color it.

LESSON 46 — CAPITALS IN NAMES OF HOLIDAYS

1. Development.

Christmas	Washington's Birthday
New Year's Day	Independence Day
Lee's Birthday	Labor Day
St. Valentine's Day	Thanksgiving Day

How does the name of each of these holidays begin?
Write the names of these holidays from dictation.

Learn:

The name of every holiday begins with a capital letter.

2. Written Exercise.

Write one sentence about each of these holidays.

LESSON 47 — *WAS: WERE***1. Development.**

1. The farmer *was* proud of the pumpkin.
2. The third pumpkin *was* very small.
3. The little children *were* happy.
4. The Christmas trees *were* beautiful.

In which of the above sentences do you find *was*?

Which sentences speak of only one person or thing?

In which of the above sentences do you find *were*?

Which sentences speak of more than one person or thing?

Tell why *was* is used in sentences 1 and 2.

Tell why *were* is used in sentences 3 and 4.

With what kind of words do we use *is*?

With what kind of words do we use *are*?

Learn:

We use *is* and *was* with singular words.

We use *are* and *were* with plural words.

Read these sentences, filling the blanks with *is*, *are*, *was*, or *were*:

1. The sleds — new.
2. The orange — yellow.
3. I — sick all last week.
4. The soldiers — marching yesterday.

2. Written Exercise.

Write four sentences each containing *was*.

Write four sentences each containing *were*.

LESSON 48 — GAME (*YOU WERE*)**1. Conversation.**

(a) Mary and John go into the hall or cloak room. Mary does something for the class to guess.

Mary answers the first question, John the second, etc.

Example:

MARY: What was I doing?

GEORGE: *You were* running in the hall.

MARY: I was not running in the hall.

GRACE: Was she putting on her coat?

JOHN: She was not putting on her coat.

HENRY: *Were you* putting on your hat?

MARY: I was putting on my hat.

(b) Play the game by having two children do something together, as, catch a ball. Be careful to use *were* with *you*.

2. Written Exercise.

Write the dialogue for (b).

LESSON 49 — COMPOSITION

1. Conversation.

Subject: *Christmas*.

(a) My happiest Christmas.

(b) Our plans for celebrating the coming Christmas.

2. Written Exercise.

Write a composition telling what you would like to do on Christmas Day.



A CHRISTMAS SECRET

LESSON 50 — PICTURE STUDY

1. Conversation.

What do you see in the picture on the opposite page?

What secret do you think the boy is telling?

Why do we have secrets at Christmas time?

2. Written Exercise.

Write the story suggested to you by the picture.

LESSON 51 — LITERATURE

1. Reading.

MOTHER'S CHRISTMAS PRESENT

Once upon a time, just before Christmas, everybody at Polly's home was making Christmas presents.

"I wish I could make a Christmas present, too," said Polly, who was only six years old.

"Why, you can," said grandmother, putting her knitting down and smiling at the little girl.

"When I was just your age, I made a needlebook for my mother as a Christmas present. It had blue satin backs and two flannel leaves. Would you like to make one for your mother?"

"Oh, yes, yes!" said Polly, in delight.

Grandmother had some bits of white flannel and blue satin in her scrap bag and the needlebook was begun at once. First, the leaves had to be cut just the right shape and size. Then Polly threaded her needle with pretty blue thread, and grandmother showed her how to sew it over and over the edges of the flannel, to keep it from raveling. It took a long time to do this, but a Christmas present

cannot be made in a hurry — not if you take as much pains with it as Polly did.

Polly finished the leaves for the needlebook on the very afternoon before Christmas, and grandmother was just telling her how to make the backs for it, when Uncle John drove up to the house with a fine new sleigh and tinkling bells.

“Pollikins! Pollikins!” he called, and Polly knew what he wanted as soon as she heard him.

“Uncle John has come to take me for a sleigh ride,” she cried in delight. She dropped her scissors and satin and flannel all in a heap and started for her hood and cloak.

“But what will you do about your mother’s Christmas present if you go sleighing?” asked grandmother, just as Polly got to the door.

“Oh!” said Polly, stopping short, “Oh!”

“If you want to put it on the breakfast table with all the rest of her presents, it will have to be finished today,” said grandmother.

“I could finish it when I come home,” said Polly, her voice sounding as if she were about to cry.

“Perhaps you could, but perhaps you could not. Think how long it took you to make the leaves,” said grandmother.

“Come on,” called Uncle John.

“Tinkle, tink!” rang the sleigh bells.

Dear me, what was a little girl to do? Polly looked at grandmother and at the little heap of work and out of the window at Uncle John; and then what do you think she did?

Do you think she went sleighing? No, when Uncle John drove away in his fine new sleigh with tinkling bells, no little girl named Polly sat beside him. She was in grandmother’s room sewing as fast as her needle could fly.

And when mother came down to breakfast on Christmas morning, the first thing she spied on the table was the needlebook. And, oh! how pleased she was!

"It is the dearest Christmas present I have ever had," she said.

Polly had Christmas presents, too. Santa Claus had brought her a doll, Brother Tom had made her a doll house, and mother, father, and grandmother each had a gift for her; but I really believe the present she enjoyed the most was the one she herself made and gave to her mother.

— *Maud Lindsay.*

2. Study of Story.

What was everyone at Polly's house doing?

How did Polly make her Christmas present?

Why did she not go for a sleigh ride?

What presents did she receive at Christmas?

What present did she enjoy most of all?

3. Seat Work.

Read the story carefully, so that you can tell it at the next lesson.

LESSON 52 — COMPOSITION

1. Conversation.

Retell the story "Mother's Christmas Present."

2. Written Exercise.

Write the story in your own words.

LESSON 53 — CAPITALS IN NAMES OF DAYS OF WEEK

1. Development.

Write from dictation:

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

With what kind of letter does the name of every day of the week begin?

Learn:

The name of every day of the week begins with a capital letter.

2. Written Exercise.

Answer these questions in complete sentences:

1. Which is the first day of the week?
2. Which is the last day?
3. What day will tomorrow be?
4. On what day was Christmas this year?
5. On which days do you go to school?

LESSON 54 — PICTURE STUDY

1. Conversation.

What do you see in the picture on the opposite page?

Where do you think the children got their Christmas trees? What will they do with them?

2. Written Exercise.

Imagine you are one of the children shown in the picture and write of the fun you had cutting down the trees and bringing them home.



GETTING READY FOR CHRISTMAS

LESSON 55 — COMPOSITION

1. Conversation.

Subject: *Our Christmas Tree.*

- | | |
|----------------------|----------------------|
| (a) Where we got it. | (c) The decorations. |
| (b) The standard. | (d) The presents. |

2. Written Exercise.

Write a story telling about your Christmas tree or about one you have seen.

LESSON 56 — LITERATURE

1. Reading.

CHRISTMAS JOY

Whenever hearts are happy,
 'Tis a simple thing to do,
 To seek some other, sadder heart,
 And make it happy, too.

The joy we share with others
 Is a joy that's multiplied,
 And 'twill make a perfect Christmas
 If there's no one left outside.

— *Selected.*

2. Study of Poem.

Whenever we are happy, what can we do?
 How can a joy be "multiplied"?
 How can we make a "perfect Christmas"?

3. Written Exercise.

Copy this poem in your notebook and memorize it.

LESSON 57 — REVIEW OF CHAPTER

Write a sentence about each of the holidays mentioned in Lesson 46.

With what kind of letter should you begin the name of each holiday in these sentences?

What other words in these sentences should you begin with capital letters?

With what kind of letter should you begin the name of every day of the week?

Write a sentence about each day of the week.

When do we use *was*? When do we use *were*?

Give two sentences that contain *was* correctly used.

Give two sentences that contain *were* correctly used.

Give two sentences containing *you were*.

Read these sentences, filling the blanks with *is* or *are*:

1. How many birds — there in the cage?
2. Where — he going today?
3. There — seven days in a week.
4. How many weeks — there in a month?

Read these sentences, filling the blanks with *was* or *were*:

1. The wind — strong.
2. — you at school today?
3. How many pupils — there?
4. We — busy all day yesterday.
5. There — four apples on the table.

CHAPTER FIVE



LESSON 58 — LITERATURE

1. Reading.

THE FAIRY'S NEW YEAR GIFT

Two little boys were at play one day when a fairy suddenly stood before them and said, "I have been sent to give you a New Year present."

She handed to each child a package and at the same instant was gone.

Carl and Philip opened the packages and found the same thing in each — a beautiful book with white pages as pure, white, and beautiful as the snow when it first falls.

After a long time, the fairy came again to the boys. "I have brought you each a new book," she said, "and will take back the others to Father Time, who sent them to you."

"May I keep mine a little longer?" said Philip. "I have hardly thought about it lately. I'd like to paint something on the last page that lies open."

"No," said the fairy, "I must take it just as it is."

"I wish I could look through mine just once!" said Carl. "I have seen only one page at a time; for when a leaf turns over, it sticks fast, and I never can open the book at more than one place."

“You and Philip shall look over your books,” said the fairy. And she lighted for each of them a little silver lamp, by the light of which they saw the pages as she turned them.

The boys looked in wonder. Could it be that these were the same fair books she had given them a year ago? Where were the pure white pages, as pure, white, and beautiful as the snow when it first falls? Here was a page covered with ugly black blots and scratches; while on the very next page was a lovely little picture. Some pages were decorated with gold and silver and beautiful colors, others with wonderful flowers, and still others with a rainbow of the softest and most delicate brightness. Yet even on the most beautiful of the pages there were ugly blots and scratches.

At last Carl and Philip looked up at the fairy.

“Who did this?” they asked. “Every page was white as snow when we opened to it; yet now there is not a single blank space in the whole book!”

“Shall I explain some of the pictures to you?” said the fairy, smiling at the two little boys. “See, Philip, the spray of roses blossomed on this page when you allowed the baby to have your playthings; and this pretty bird which looks as though it were singing with all its might would never have been on this page, if you had not tried to be kind the other day.”

“But what makes this blot?” asked Philip.

“That came,” said the fairy sadly, “when you told an untruth one day; and this when you did not mind your mother. All these blots and scratches, that look so ugly both on your book and on Carl’s, were made when you were unkind or thoughtless and did not obey your mother or father or your teacher. Each pretty thing in your books came on the page when you were good, and each blot when you were unkind or disobedient.”

“Oh! if we could only have the books again!” said Carl.

“That cannot be,” said the fairy. “See! they are marked ‘1922,’ and they must now go back into Father Time’s bookcase; but I have brought you each a new one. Perhaps you can make these more beautiful than the others.”

So saying, she vanished, and the boys were left alone; but each held in his hand a new book open at the first page.

On the front of this book was “1923.” It was the book of the New Year.

— *Emilie Poulsson.*

2. Study of Story.

What did the fairy give the boys?

Describe the books as they appeared at first.

When did the fairy next come to the boys?

Describe the books as they looked then.

What did the fairy leave for each of the boys?

How do you think these books looked at the end of the year?

3. Seat Work.

Read the above story so carefully that you can tell it to the class at the next lesson.

LESSON 59 — COMPOSITION

1. Conversation.

Tell in your own words the story of Lesson 58.

2. Written Exercise.

Write a list of some things that would make beautiful pages in Father Time’s book.

LESSON 60 — CAPITALS IN NAMES OF MONTHS

1. Development.

- | | | |
|-------------|-----------|--------------|
| 1. January | 5. May | 9. September |
| 2. February | 6. June | 10. October |
| 3. March | 7. July | 11. November |
| 4. April | 8. August | 12. December |

Learn the names of the months in the order in which they come.

How many months are there in the year?

Give their names in order.

Which is the first month of the year?

Which is the last month?

With what kind of letter does the name of every month begin?

Learn:

The name of every month begins with a capital letter.

2. Written Exercise.

Write the names of the months in their correct order.

Fill the blanks in the following sentences:

1. The first month of the year is —.
2. The last month is —.
3. The eighth month is —.
4. The ninth month is —.
5. The shortest month is —.
6. The windiest month is —.
7. The month of roses is —.

LESSON 61 — ABBREVIATIONS OF NAMES OF MONTHS

1. Development.

Name the months of the year in their order.

Sometimes we write these names in a shorter way. We call the shortened form of a word an **abbreviation**. Some short words have no abbreviations.

Study these names and their abbreviations:

January.....	Jan.	July.....	——
February.....	Feb.	August.....	Aug.
March.....	Mar.	September.....	Sept.
April.....	Apr.	October.....	Oct.
May.....	——	November.....	Nov.
June.....	——	December.....	Dec.

With what kind of letter does each of the above abbreviations begin?

The abbreviation of every capitalized word begins with a capital letter.

Which names are not abbreviated? Why?

What mark is used after an abbreviation?

Learn:

The abbreviation of every capitalized word begins with a capital letter.

Every abbreviation ends with a period.

2. Written Exercise.

Copy in your notebook the names of the months and their abbreviations.

LESSON 62 — LITERATURE

1. Reading.

HIGH AND LOW

A Boot and a Shoe and a Slipper
Lived once in the Cobbler's row;
But the Boot and the Shoe
Would have nothing to do
With the Slipper, because she was low.

But the king and the queen and their daughter
On the Cobbler chanced to call;
And as neither the Boot
Nor the Shoe would suit,
The Slipper went off to the ball.

— *John B. Tabb.*

2. Study of Poem.

Read the poem carefully.

Why would the Boot and the Shoe "have nothing to do" with the Slipper?

Which did the king and the queen and their daughter choose? Why?

How do you think the Boot and the Shoe felt then?

How do you think they would treat the next slipper that was put on the Cobbler's row with them?

3. Written Exercise.

Copy the second stanza in your notebook.

LESSON 63 — DICTATION

1. Dictation.

Be prepared to write the following from your teacher's dictation:

Above the wall the poplar tree
Is slim and cool and green;
Above the tree two wings of cloud
And one bright star between.

—*Selected.*

2. Written Exercise.

Correct your mistakes in the above dictation exercise.
Copy the stanza correctly in your notebook.

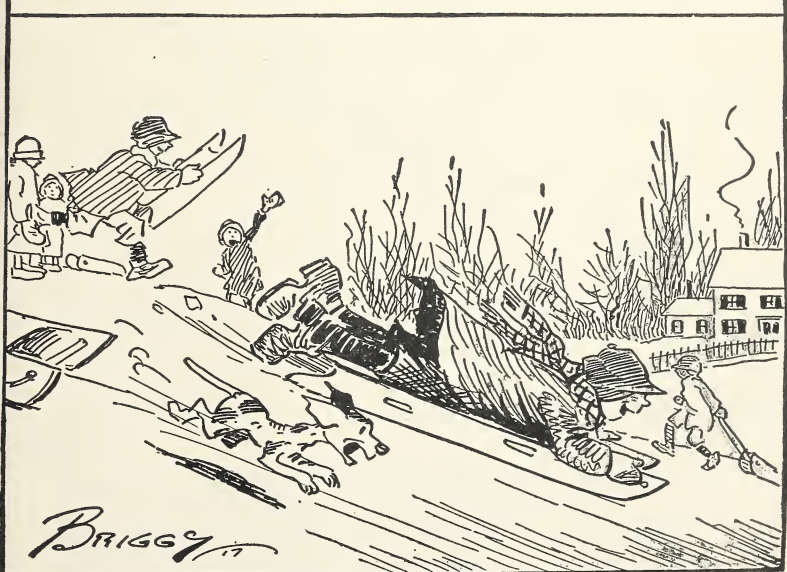
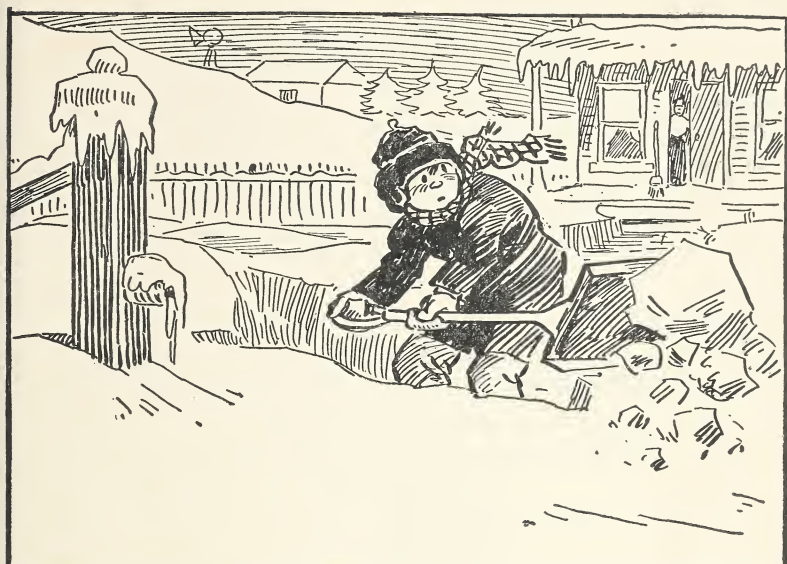
LESSON 64 — PICTURE STUDY

1. Conversation.

What do you see in the top picture on page 61?
What tells you the snow is deep?
Tell what the boy is doing.
Do you think he is enjoying the work?
Find this boy in the bottom picture.
In which picture is he the happier?
In what part of the United States can one see such scenes as the artist has shown in the pictures?
Make a title for each of the pictures.

2. Written Exercise.

Write the story suggested to you by the bottom picture.



BRIGGY

THE WORK AND PLAY OF SNOW TIME

LESSON 65 — LITERATURE

1. Reading.

WYNKEN, BLYNKEN, AND NOD

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe —
Sailed on a river of crystal light,
Into a sea of dew.

“Where are you going, and what do you wish?”
The old moon asked the three.

“We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!”

Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.

The little stars were the herring fish
That lived in that beautiful sea —

“Now cast your nets wherever you wish —
Never afraid are we;”

So cried the stars to the fishermen three:

Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam —
Then down from the skies came the wooden shoe,
Bringing the fishermen home;

'Twas all so pretty a sail it seemed
 As if it could not be,
 And some folks thought 'twas a dream they'd
 dreamed
 Of sailing that beautiful sea —
 But I shall name you the fishermen three:
 Wynken,
 Blynken,
 And Nod.

Wynken and Blynken are two little eyes,
 And Nod is a little head,
 And the wooden shoe that sailed the skies
 Is a wee one's trundle-bed.
 So shut your eyes while mother sings
 Of wonderful sights that be,
 And you shall see the beautiful things
 As you rock in the misty sea,
 Where the old shoe rocked the fishermen three:
 Wynken,
 Blynken,
 And Nod.

— *Eugene Field.*

2. Study of Poem.

Read the poem and study it carefully.

What was the boat used by the three fishermen?

What did the old moon ask Wynken, Blynken, and
 Nod?

Read the lines that tell their answer.

Of what were their nets made?

Memorize the first stanza of the poem.

LESSON 66 — MEMORIZING

Repeat from memory the first stanza of the poem of Lesson 65.

Read the second stanza of the poem.

Who rocked the boat?

How does the wind "ruffle the waves"?

What were the "herring fish"?

What did they say to the fishermen?

Memorize the second stanza.

LESSON 67 — MEMORIZING

Repeat from memory the first and second stanzas of the poem of Lesson 65.

Read the third stanza carefully.

Where had the boat been?

Was the story that they had been fishing a true one?

Memorize the third stanza.

LESSON 68 — MEMORIZING

Repeat from memory the first three stanzas of the poem of Lesson 65.

Read the last stanza. Who were these fishermen?

What was the boat used by the fishermen?

When can one see these wonderful sights?

Memorize the last stanza.

. LESSON 69 — *THIS: THESE: THAT: THOSE*

1. Development.

Place a book on your desk.

Place another book on the teacher's desk.

Read the following sentences:

1. *This* book is mine. 2. *That* book is mine.

Which sentence refers to the book that is near you?

Which refers to the one farther from you?

Place another book on your desk and another one on the teacher's desk.

Read the following sentences:

3. *These* books are mine. 4. *Those* books are mine.

Which sentence refers to the books that are near you?

Which refers to the books that are farther away?

How many books are mentioned in sentence 1?

In sentence 2? How many books are mentioned in sentence 3? In sentence 4?

Learn:

This and *these* point out persons or things that are near; *that* and *those* point out persons or things that are farther away.

This and *that* point out one person or thing; *these* and *those* point out more than one.

2. Written Exercise.

Write four sentences about objects in your school-room, using *this*, *that*, *these*, and *those* correctly.

LESSON 70 — *THIS : THESE : THAT : THOSE*
(Continued)

1. Conversation.

Place on a desk a group of objects such as an eraser, a piece of chalk, several books, and a bottle of ink. Place another group in the back part of the room.

Make sentences about some of the objects in the nearer group, using *this* and *these*.

Example:

This piece of chalk is white.

Make sentences about some of the objects in the farther group, using *that* and *those*.

Example:

Those chairs in the back of the room are old.

2. Written Exercise.

Write four sentences about the objects in the nearer group, using *this* and *these*.

Write four sentences about the objects in the farther group, using *that* and *those*.

LESSON 71 — COMPOSITION

1. Conversation.

Subject: *A Playground Game.*

(a) The one I like best.

(b) How it is played.

2. Written Exercise.

Describe the outdoor game you like best.



ONE, TWO, THREE—Go!

LESSON 72 — PICTURE STUDY

1. Conversation.

Who are the most important figures in the above picture?

What is the man doing?

Did you ever take part in a roller-skating race?

2. Written Exercise.

Write the story suggested to you by the picture; or write a composition telling of some sport that you enjoy.

LESSON 73 — GAME (*IT IS I, HE, SHE*)

1. Guessing Game.

All form a circle. One child, blindfolded, in the center of the circle, holds a pointer. The children forming the ring march slowly around until the child in the center taps his pointer on the floor, points at someone in the circle, and asks, "Who is it?" The child who is pointed at answers, as suggested below:

WILLIAM: It is I.

BLINDFOLDED CHILD: Is it Robert?

ROBERT: No, it is not I.

BLINDFOLDED CHILD: Is it Henry?

HENRY: No, it is not I.

BLINDFOLDED CHILD: Henry, is it Charles?

HENRY: No, it is not he.

BLINDFOLDED CHILD: Alice, is it Elizabeth?

ALICE: No, it is not she.

BLINDFOLDED CHILD: Is it Frank?

FRANK: No, it is not I.

The game is continued until the right one is guessed by the blindfolded child.

2. Written Exercise.

Copy:

It is I.

It is not I.

It was I.

It is he.

It is not he.

It was he.

It is she.

It is not she.

It was she.

It is they.

It is not they.

It was they.

Write questions and use the above sentences for answers.

LESSON 74 — HALF-YEARLY SUMMARY

1. A capital letter is used:

- (a) to begin the first word of every sentence (p.10).
- (b) for the word *I* (p.23).
- (c) to begin the first and every important word in the title of a book, a story, a poem, or a picture (p.33).
- (d) to begin the name of every holiday (p.43), of every day of the week (p.50), and of every month (p.57)
- (e) to begin the abbreviation of every capitalized word (p.58).

2. A period is used after:

- (a) a statement (p.10).
- (b) an abbreviation (p.58).

3. A question mark is used after a question (p.13).**4. Language facts:**

- (a) A sentence is a group of words expressing a complete thought (p.10).
- (b) A statement is a sentence that tells something as a fact (p.10).
- (c) A question is a sentence that asks something (p.13).
- (d) A singular word means *one* (p.40).
- (e) A plural word means *more than one* (p.40).

5. Correct use of words:

- (a) Use *is* and *was* with singular words (pp.21,44).
Use *are* and *were* with plural words (pp.21,45).
Use *were* with *you* (p.45).
- (b) *I am not* (p.23).
- (c) Use *an* before words beginning with a vowel sound and *a* before words beginning with a consonant sound (p.37).
- (d) *This* and *these* point out persons or things that are near (p.65).
That and *those* point out persons or things that are farther away (p.65).
This and *that* point out one person or thing (p.65).
These and *those* point out more than one (p.65).
- (e) *It is I: It is he: It is she: It is they* (p.68).
It was I: It was he: It was she: It was they (p.68).

CHAPTER SIX



LESSON 75 — LITERATURE

1. Reading.

MY SHADOW

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber
ball,
And he sometimes gets so little that there's none of him
at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks
to me!

One morning, very early, before the sun was up,
 I rose and found the shining dew on every buttercup;
 But my lazy little shadow, like an arrant sleepy-head,
 Had stayed at home behind me and was fast asleep
 in bed.

— *Robert Louis Stevenson.*

2. Study of Poem.

Read the first stanza. Memorize it.

What is meant by "goes in and out with me"?

How does the shadow jump before the boy?

LESSON 76 — MEMORIZING

Repeat the first stanza of "My Shadow."

Read the second stanza. Memorize it.

How do shadows grow? How do children grow?

When do shadows disappear?

LESSON 77 — MEMORIZING

Repeat the first and second stanzas of "My Shadow."

Read the third stanza. Memorize it.

How does the shadow play?

Why does the child call him a coward?

LESSON 78 — MEMORIZING

Repeat the first three stanzas of "My Shadow."

Read the last stanza. Memorize it.

How early in the morning did the child get up?

Where did the child say his shadow was?

Why were they not together?

LESSON 79 — NAMES OF PERSONS: INITIALS

1. Development.

Robert Louis Stevenson

Read the above name. Which letters are capitals?

Names of persons begin with capital letters.

The first name is called the **Christian** or **given** name.

The last name is called the **surname** or **family** name.

If there are three names, the second is called the **middle** name.

A person's name may be written in four ways.

Example:

1. Joel Chandler Harris
2. Joel C. Harris
3. J. C. Harris
4. J. Chandler Harris

Write your name. Shorten it as in example 3.

When we use letters instead of names, we call them **initials**. What should we use after each initial?

Learn:

The first name of a person is called the *Christian* name, or the *given* name.

The last name is called the *surname*, or the *family* name.

If there are three names, the second is called the *middle* name.

Every name of a person should begin with a capital letter.

Every initial should be a capital letter and should be followed by a period.

2. Written Exercise.

Write the names of ten persons you know.

LESSON 80 — LITERATURE

1. Reading.

A CHEROKEE LEGEND

In the heart of the Georgia hills stood a Cherokee lodge. Near by the lodge, one day, stood the beloved Princess of the tribe, watching the return of the warriors. She could see that they had many captives with them.

One of the captives, a young Seminole brave, was brought into the lodge. He was to be nursed until his wounds were healed and then put to death.

During his sickness he was pitied only by the Princess, who brought him water and medicines. A beautiful climbing rose that grew over the lodge comforted his heart.

At last it was decided that the young brave should be put to death the next day. That night the Princess helped him plan his escape. But at the end he preferred death to going away without her, so greatly had he grown to love her. The Princess had grown to love him, too, so they decided to steal away from the camp together.

Before they had gone far, the Princess was overcome with a longing to take something with her as a remembrance of her tribe. She slipped back and plucked a rose from the vine over her father's lodge. With this in her hand, she made the journey to the land of the Seminoles.

Here she planted the slip from the rose-vine, and called it, in memory of her own people, the Cherokee Rose.

— *Indian Legend from Georgia.*

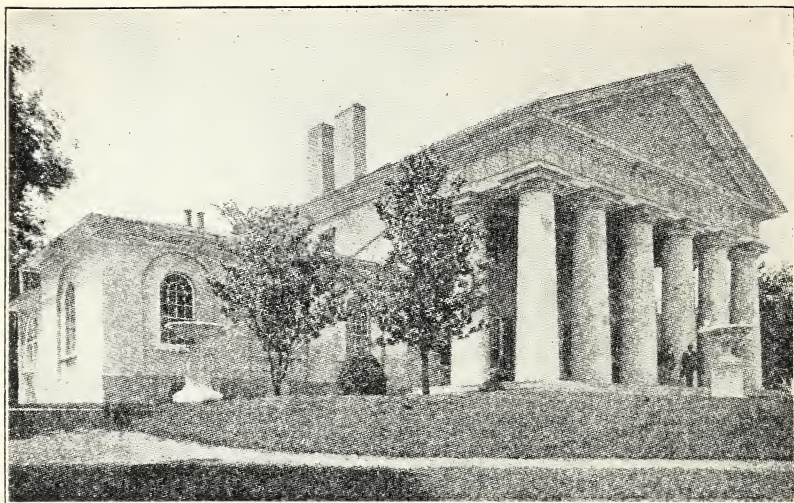
2. Study of Story.

What kindness did the Princess show the captive?

Tell the story to the class.

3. Written Exercise.

Write the story of the Cherokee Princess.



ARLINGTON

LESSON 81 — PICTURE STUDY

1. Study of Picture.

The above picture shows "Arlington," Robert E. Lee's beautiful home on the Potomac River. "Arlington" is interesting to us for another reason besides having been Lee's home. It once belonged to George Washington.

Tell what you like best about this house.

Mention some of the things you think Lee might have done when he lived there. (In giving your answer, remember the location of "Arlington.")

2. Written Exercise.

Write a short story, telling some of the things you think Lee did when he lived at "Arlington."

LESSON 82 — REVIEW OF SINGULAR AND PLURAL

Make a list of all the singular words in the first paragraph of Lesson 80.

Make a list of all the plural words in the same paragraph.

Make four sentences using some of the words in your lists with *is*, *are*, *was*, and *were*.

LESSON 83 — ABBREVIATIONS OF TITLES OF PERSONS

1. Dictation.

Be prepared to write the following from dictation:

Mister	Mr.	Mr. Brown
Mistress	Mrs. (M ^{is} ' ^{is})	Mrs. Field
Miss	—	Miss Jones
Doctor	Dr.	Dr. Smith
Captain	Capt.	Capt. Bell

How do the above titles of persons begin?

How do the abbreviations of these titles begin?

What mark should be placed at the end of every abbreviation?

Which of these titles has no abbreviation?

Learn:

The abbreviation of a title when placed before a name begins with a capital letter.

2. Written Exercise.

Write names of persons, using the above titles.

LESSON 84 — WRITING DATES
(COMMA BETWEEN DAY OF MONTH AND YEAR)

1. Development.

Write the names of the twelve months.

What month is it now?

What day of the month is today?

What is the year?

The sixth of November in the year nineteen hundred twenty-two may be written in either of the following ways:

November 6, 1922

Nov. 6, 1922

Why is there a period after Nov.?

What mark do we use after 6?

Learn:

A comma is used to separate the day of the month from the year.

Be prepared to write the following from dictation, abbreviating the names of the months:

October 12, 1492

December 21, 1620

February 27, 1807

September 15, 1826

April 6, 1909

March 4, 1908

2. Written Exercise.

Fill the following blanks with dates:

1. Today is — — —.

2. — — — I was eight years old.

3. — — — I shall be fourteen years old.

LESSON 85 — COMPOSITION

1. Conversation.

When is your birthday? How do you celebrate it?
Name some great men who were born in February.
How do we celebrate their birthdays?
What birthdays do we celebrate in other months?

2. Written Exercise.

Copy these sentences:

1. Washington's birthday comes February 22.
 2. The birthday of Lanier is February 3.
 3. Lee's birthday comes January 19.
 4. My birthday is ——— ———.
-

LESSON 86 — LITERATURE

1. Reading.

A STORY OF THE FLAG

It was the time of the year when flags were flying from all the public buildings in the town. There was a flag on the top of the town hall and a flag on the top of the school-house and a flag on the top of the post office.

"I wish that I might have a red, white, and blue American flag to carry and wave," Hubert said to his mother, who smiled and answered, "You may have one when you have earned it, little son."

Hubert went out to try to find some way of earning one. The streets were full of people hurrying this way and that way. The soldiers were to march by in a long parade soon, and everyone was trying to find a good place to stand

and see them pass. Hubert found a place to stand on the curbstone, right at the edge of the road.

Toot, toot! That was the sound of the trumpets. Bum, bum! That was the sound of the drums. The soldiers were coming, and Hubert was going to be able to see them very well indeed.

But just then he felt a soft touch on his arm. He turned and saw a very tiny boy who was not any taller than his shoulder.

"I can't see; I can't see at all, because you are in front of me," said the tiny boy.

Toot, toot! Bum, bum! The soldiers had reached the street corner. Hubert moved back and allowed the tiny boy to have his place on the curbstone. Then the crowd pushed him farther and farther back until he could not see at all. The soldiers passed, but Hubert did not see a single one. When he went home he told his mother all about it.

"I have not earned a flag yet," he said.

"But you were brave enough to give up seeing the soldiers," his mother answered.

Then Hubert went into the pleasant room where his dear grandfather sat in an armchair all day long.

"This is a fine day, Hubert," his grandfather said. "What do you want to make you very happy today?"

"I want a red, white, and blue American flag to carry and wave," Hubert said.

His grandfather took from his pocket a shining silver half dollar and put it into Hubert's hand.

"That is for you to buy a flag with," he said, his eyes twinkling through his spectacles. Hubert ran to his mother with the money.

"Now I can buy a flag," he said.

"Did you earn the money?" his mother asked.

Hubert looked up honestly into her eyes. "Grandfather gave me this money," he said. "I have not earned my flag yet."

"But you have been very truthful," his mother answered.

All day long Hubert was so busy that he did not have a minute in which he could try to earn the red, white, and blue flag. His mother asked him to go to the store and bring her a spool of thread; his little brother, Gerald, was fretful and Hubert helped him build castles with his blocks; finally his grandfather called: "Come, Hubert, and sit with me until supper time. I am lonely."

Hubert sat beside his grandfather on a little stool all the rest of the afternoon and talked to him. When the day was over, he said to his mother in a sorrowful voice, "I have not earned a red, white, and blue flag."

"But you have been kind and helpful," his mother said.

Then she went to the corner shelf in her room, where she kept surprises, and brought out a beautiful silk American flag, with its red and white stripes and white stars on a blue ground. She put it into Hubert's hands, saying, "It is your flag; you have earned it."

"How did I earn it, mother?" Hubert asked.

Then his mother pointed to the colors of the flag, one by one, saying, "You were brave, and the red is your color; you were true, and therefore you earned the blue; you were good, and that is what a child must be if he wants to earn the white stars in the flag. You might have bought a flag with money, but it would not have been your own flag as this one is."

Hubert held his flag above his head and waved it as high as he could reach. It was his flag; *red* for being brave, *blue* for being truthful, and *white* for being good.

— *Carolyn S. Bailey.*

2. Study of Story.

What was Hubert's wish? What did his mother tell him? Why did not Hubert see the parade?

Why did he not buy the flag with the money his grandfather gave him?

How did Hubert spend the day? What happened in the evening?

3. Seat Work.

Read the story so carefully that you can help dramatize it.

LESSON 87 — COMPOSITION

1. Conversation.

Retell the story of Lesson 86.

2. Written Exercise.

Write in your own words the story of the flag.

LESSON 88 — PICTURE STUDY

Study the picture on page 81. Read the title.

In the top picture, what are the British soldiers doing?

How do you think the boy and his mother feel as they watch the soldiers rob their farm?

In the middle picture, what is the boy doing with the beehive?

What does the bottom picture tell you?

Write a title for each picture, using capitals correctly.

Tell the story, following these titles.



HOW AN AMERICAN BOY Routed THE BRITISH SOLDIERS
*I-7

LESSON 89—GUESSING GAME (*HAVE: HAVEN'T*)

Mary is the referee. John goes into the cloakroom. Mary gives a flag to Eva, who puts it into her desk.

Then Mary calls John, giving him five guesses to name the one who has the flag.

After each child answers, the referee tells whether the guesser is "warm" or "cold."

Example:

JOHN: Jane, have you the flag?

JANE: I haven't the flag.

REFEREE: John, you are "cold."

JOHN: Have you the flag, Charles?

CHARLES: I haven't the flag.

REFEREE: John, you are "warm."

JOHN: Eva, have you the flag?

EVA: I have the flag.

When John guesses correctly, someone else takes his place.

LESSON 90 — REVIEW OF CHAPTER

What date is today? Write it.

What is the date of your next birthday? Write it.

Write your name in full. Rewrite it, using initials for your Christian and middle names.

Write the abbreviations for *Doctor*, *Captain*, *Mister*, and *Mistress*, placing each of them before the name of a person.

Write sentences containing *have* and *haven't*.

CHAPTER SEVEN



LESSON 91 — LITERATURE

1. Reading.

MARCH'S CALL

“Ho-o-o! Ho-o-o!!” March was certainly calling someone. Who could it be? The children came out, flew their kites, and rolled their hoops, laughing when the wind blew their hats off. But still March went on calling. It must be someone else he wanted.

The birds were too far away to hear him. Who could it be?

Down under the ground there was a great commotion; little rootlets were spreading out this way and that, and there was such a whispering and laughing! What was the matter?

March had been calling the flowers, and they were wide awake, beginning to grow with all their might, and having such fun over it that you would have thought it was all play. They were in a great hurry to push their way through the ground and brighten the world with their blossoms.

“Are you ready? It is time we were starting,” called Snowdrop.

“Yes, yes,” called the others, “go on! We’ll follow you.”

“It’s too cold for me to go just yet,” said Crocus, “but I’ll be there as soon as dear old Bluebird begins singing.”

"I'll bring my silver and gold blossoms," cried Narcissus.

"And May bells will be ringing before your blossoms fade," laughed Hyacinth; and even while she was speaking, two rootlets found a chance to creep down into the cool earth to find some food for the little plant.

Violet was so busy at work growing that she did not talk as much as the others. But the very first morning that she popped her head into its violet bonnet above the ground and whispered, "I'm here," the whole air grew sweet with her fragrance; and the children said, "Spring has come, for the violet's here."

— *Maud L. Betts.*

2. Study of Story.

How did March call? Whom did he call?

Who first answered the call? Who followed?

3. Seat Work.

Read the story and be able to help dramatize it.

LESSON 92 — DRAMATIZATION

1. Conversation.

Dramatize the story of Lesson 91.

2. Written Exercise.

Write the story of Lesson 91 in your own words.

LESSON 93 — COMPOSITION

1. Conversation.

Retell the story of Lesson 91.

2. Written Exercise.

Rewrite your story of Lesson 92, correcting all mistakes marked by your teacher.

LESSON 94 — COMPOSITION

1. Conversation.

Subject: *The Weather.*

- | | |
|----------------------|---------------------------|
| (a) The temperature. | (e) The seasons. |
| (b) The clouds. | (f) Effect of weather on: |
| (c) The wind. | 1. roads, 2. trees, |
| (d) Rain, snow, etc. | 3. flowers, 4. rivers. |

2. Written Exercise.

Write a description of the weather as it is today.

LESSON 95 — DICTATION

1. Dictation.

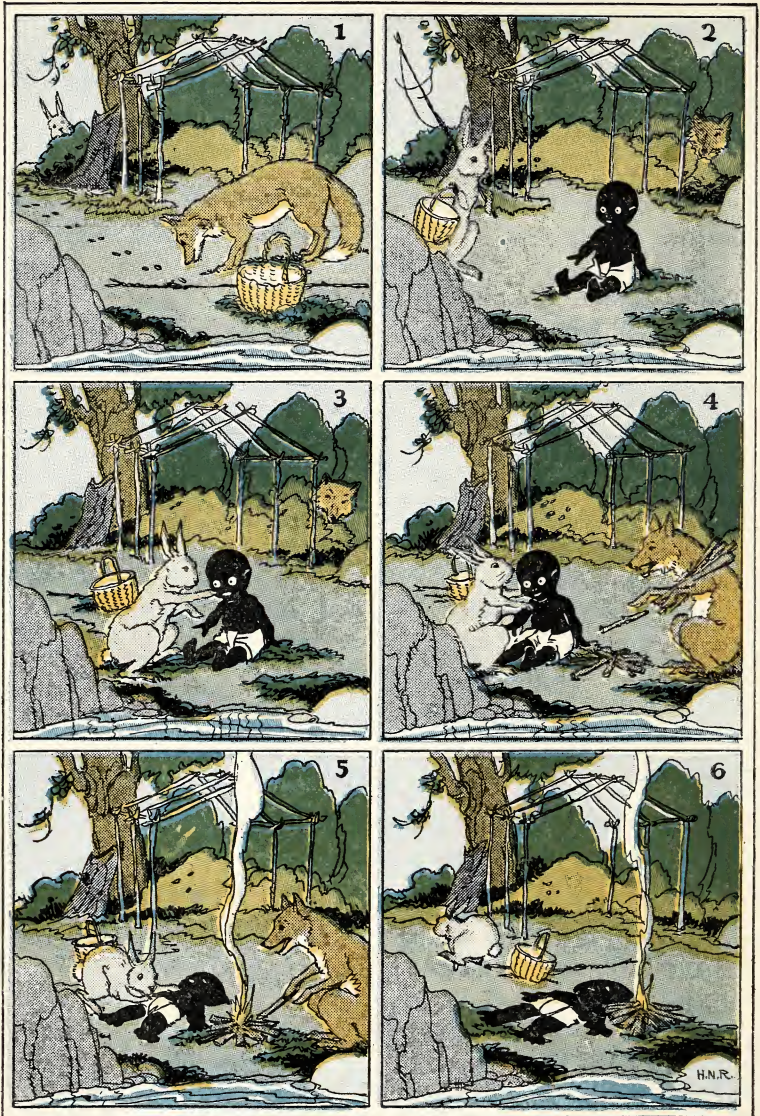
You find it high up on the barn,
 Sometimes upon a steeple;
 It looks abroad on all the land
 And down on all the people.
 It's turned about this way and that,
 By every wind that blows;
 And though it cannot even crow,
 The compass points it shows.

Read the above riddle. Can you guess it?
 Write it from your teacher's dictation.

2. Written Exercise.

Correct the dictation lesson.

Copy the riddle correctly in your notebook.



BROTHER FOX'S TAR BABY

LESSON 96 — PICTURE STUDY .

What do you see in picture 1 on page 86?

What tells you Brother Fox is on a fishing trip?

What do the rabbit tracks tell Brother Fox?

Look at picture 2, and tell how Brother Fox can catch Brother Rabbit by means of a tar baby.

Why is Brother Fox hiding?

Look at picture 3 and guess what Brother Rabbit is saying to the tar baby.

Can you tell why Brother Rabbit is striking the tar baby?

What happens? Why cannot Brother Rabbit get his paws loose from the tar baby?

In picture 4 what is Brother Fox planning to do with the sticks he is carrying?

What does picture 5 tell you? What happens to the tar baby when Brother Fox lights the hot fire near it?

Look at picture 6 and tell what happens when Brother Fox goes to get some more sticks?

Make a title for each of the six pictures. Write these titles and number them in columns, as:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Tell the story "Brother Fox's Tar Baby," following these topics.

LESSON 97 — DIRECTIONS

1. Conversation.

Point to the east; the west; the north; the south.

Point to something east of you, naming it; west of you; north of you; south of you.

Who sits east of you? West? North? South?

2. Written Exercise.

Make a list of things on the east side of the room; on the west side; on the north side; on the south side.

LESSON 98 — DIRECTIONS (*Continued*)

1. Conversation.

Tell what directions you go in walking home from school: as, "I go one block north, two blocks east, and south up the front walk."

2. Written Exercise.

Write the directions you go in returning home from school and name some of the things you see on the way.

LESSON 99 — COMPOSITION

1. Conversation.

Subject: *Pussy Willows*.

(a) Where and how they grow. (b) How they change.

2. Written Exercise.

Write what you know about the pussy willow.

LESSON 100 — LITERATURE

1. Reading.

WHO LOVES THE TREES BEST?

Who loves the trees best?

“I,” said the Spring.

“Their leaves so beautiful
To them I bring.”

Who loves the trees best?

“I,” Summer said,

“I give them blossoms,
White, yellow, red.”

Who loves the trees best?

“I,” said the Fall.

“I give luscious fruits,
Bright tints to all.”

Who loves the trees best?

“I love them best,”

Harsh Winter answered.

“I give them rest.”

— *Alice May Douglas.*

2. Study of Poem.

What does Spring bring to the trees? What does Summer bring them? What does Autumn bring them? What does Winter bring them?

LESSON 101 — DRAMATIZATION

Dramatize the poem “Who Loves the Trees Best?”

LESSON 102 — *WHERE* WORDS

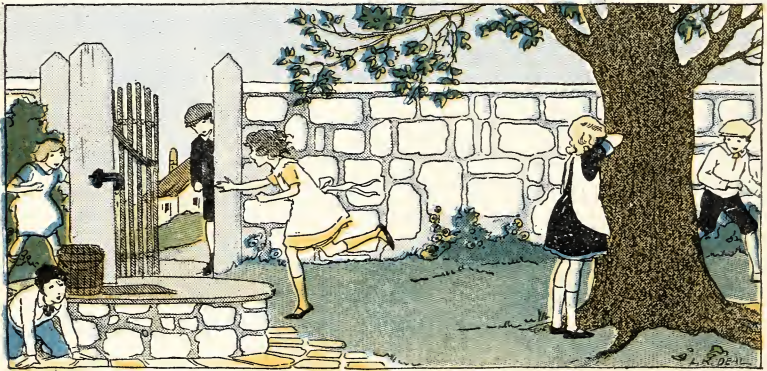
1. Conversation.

Look at Lesson 91, and then fill these blanks with words that answer the question *where?*

1. The children came ———.
2. The birds were ——— ——— ———.
3. There was a commotion ——— ——— ——— ———.

2. Written Exercise.

Write ten sentences that tell *where* things named in the story of Lesson 91 are to be found.



HIDE-AND-GO-SEEK

LESSON 103 — PICTURE STUDY

1. Conversation.

What are the children in the picture playing?
Tell how the game is played.

2. Written Exercise.

Write a story suggested to you by the picture.

LESSON 104 — LITERATURE

1. Reading.

ONE, TWO, THREE

It was an old, old, old, old lady,
And a boy who was half past three;
And the way that they played together
Was beautiful to see.

She couldn't go running and jumping,
And the boy, no more could he;
For he was a thin little fellow,
With a thin little twisted knee.

They sat in the yellow sunlight,
Out under the maple tree;
And the game that they played I'll tell you,
Just as it was told to me.

It was hide-and-go-seek they were playing,
Though you'd never have known it to be —
With an old, old, old, old lady,
And a boy with a twisted knee.

The boy would bend his face down
On his one little sound right knee,
And he'd guess where she was hiding,
In guesses one, two, three!

“You are in the china closet!”
He would cry, and laugh with glee —
It wasn't the china closet;
But he still had two and three.

“You are up in papa’s big bedroom,
 In the chest with the queer old key!”
 And she said: “You are *warm* and *warmer*;
 But you’re not quite right,” said she.

“It can’t be the little cupboard
 Where mamma’s things used to be —
 So it must be the clothes press, Gran’ma!”
 And he found her with his three.

Then she covered her face with her fingers,
 That were wrinkled and white and wee,
 And she guessed where the boy was hiding,
 With a one and a two and a three.

And they never had stirred from their places,
 Right under the maple tree —
 This old, old, old, old lady,
 And the boy with the lame little knee —
 This dear, dear, dear old lady,
 And the boy who was half past three.

— *Henry Cuyler Bunner.*

2. Study of Poem.

How do the boy and his grandmother play this game? How do you play it?

What words in the poem answer the question *where*?

3. Written Exercise.

Write three sentences found in the poem that tell *where* the things mentioned are found.

LESSON 105 — GUESSING GAME

1. Guessing Game.

Would you like to play "Hide-and-go-seek" the way the boy and his grandmother played it?

You may have five guesses.

Who would like to be the boy?

Who would like to be the grandmother?

Be sure that all questions and answers are complete sentences.

Example:

BOY: You are under the table.

GRANDMOTHER: I am not under the table.

2. Written Exercise.

Make a list of all the places in the schoolroom.

Example:

Under the table; behind the desk.

LESSON 106 — REVIEW OF CHAPTER

Name an object that is east of you; an object west of you; an object north of you; an object south of you.

Tell how you would go from your school to the post office.

Name the *where* words in the following sentences:

1. Bobbie ran down the road to the apple tree.
2. The old lady and the boy sat under the apple tree.
3. The boy said, "You are in the china closet."

CHAPTER EIGHT



LESSON 107 — LITERATURE

1. Reading.

BIRDS IN SPRING

Listen! What a sudden rustle
Fills the air!
All the birds are in a bustle
Everywhere.

Far away I hear a drumming —
Tap, tap, tap!
Can the woodpecker be coming
After sap?

What does all this haste and hurry
Mean, I pray?
All this outdoor flush and flurry
Seen today?

This crooning and a humming
Thrill and call?
Mean? It means that spring is coming;
That is all!

— *Margaret J. Preston.*

2. Study of Poem.

What is the sudden "rustle" that fills the air?

What is the "drumming" mentioned in the poem?

What does all this excitement mean?

In which stanzas do you find the word *I*? Why is it a capital letter?

3. Written Exercise.

Write answers to the above questions.

LESSON 108 — DICTATION

On a slender willow bough
They are busy swinging now,
But they do not say "Meow."

Can you guess this riddle?

Write it in your notebook from dictation.

LESSON 109 — COMPOSITION

1. Conversation.

Subject: *Spring*.

(a) The spring months.

(d) Changes in trees.

(b) Changes in the earth.

(e) Changes in water.

(c) Changes in plants and
seeds.

(f) Changes in animals.

2. Written Exercise.

Write a composition telling what you like best about spring.

LESSON 110 — THE EXCLAMATORY SENTENCE:
EXCLAMATIONS: THE EXCLAMATION MARK

1. Listen!
2. What a sudden rustle fills the air!

In 1 what feeling does the word express?

In 2 what feeling does the sentence express?

Notice the mark placed after each. This mark (!) is called an exclamation mark.

Learn:

Words used to exclaim, or to express sudden or strong feeling, as of joy, fear, pleasure, anger, wonder, or pain, are called *exclamations*.

A sentence used to exclaim, or to express sudden or strong feeling, is called an *exclamatory sentence*.

An exclamation or an exclamatory sentence is always followed by an *exclamation mark* (!).

Find an exclamation and an exclamatory sentence in the story of Lesson 91.

LESSON 111 — COMPOSITION

1. Conversation.

Subject: *The Birds*.

- (a) Kinds in your neighborhood.
- (b) Those that stay all winter.
- (c) Those that go away in winter.
- (d) The habits of each.

2. Written Exercise.

Write a story about one kind of bird that you know.

LESSON 112 — LITERATURE

1. Reading.

AARON AND THE BLUE JAYS

When I was a little girl, I had a large white cat whose name was Aaron. He was not a pretty cat, but he was so clever that I know you will all like to hear about him.

Aaron never jumped upon the table, and he liked best to eat from a fork. He thought it very nice to sit in my chair at dinner time, but he was usually sent to the kitchen because he talked too much and was not careful about keeping his paws in the right place.

In summer he liked to lie on the walk in the sun, and sometimes he would climb to the top of the clothesline post and stay there until the blue jays drove him off. And I will tell you how they did it; it was great fun to watch them.

They disliked Aaron, and I am afraid he was to blame for that, for he often tried to trouble their nests. The blue jays would be high up in the branches of a pine or an oak tree and as soon as Aaron began to get sleepy in the warm sun on the top of the post, down they would fly and peck his ears, flying away before he would have time to "meow."

There were two of these blue jays; first one, and then the other, would take a turn at pecking him, flying round and round just above his head, then back and forth from the trees to the house, until poor Aaron would become so excited and bothered he would lash his tail and "meow."

Often the birds would stop and sing or call to each other, and do you know what they seemed to say? I always thought one said, "He did it! He did it!" and the other answered, "Do it! Do it!" and down they would swoop again and again.

Poor old Aaron would lie there with his ears back and his claws sticking out, "meowing," and lashing his tail, just as long as he could stand it; then he would climb down and walk slowly into the house.

The blue jays would then go to their nest quite contented; but every time Aaron would climb on the post for a sun bath that summer the blue jays would begin pecking and scolding him.

— *Georgie Le Clair.*

2. Study of Story.

How did Aaron act at mealttime?

How did he act toward the blue jays?

How did they tease him in return?

This is a true story; can you tell a true story about a bird or a cat?

Find four exclamatory sentences in the last paragraph on page 97.

3. Written Exercise.

Write the answers to the first three of the above questions.

LESSON 113 — COMPOSITION

1. Conversation.

Retell the story of Aaron and the blue jays.

2. Written Exercise.

Write the story of Aaron and the blue jays in your own words.

LESSON 114 — LITERATURE

1. Reading.

ROBIN

Bird Robin is so very queer!
 He's up before the peep o' day,
 And when the quiet dark is here,
 And not a single bird is near,
 He'll stay,
 And say,
 "Cheer up! Cheer up! Cheer up!"

The other morning when 'twas dark
 I crept so softly down the stair,
 To beat that robin. From the park
 There came a rustle; then, oh, hark!
 A-winging,
 Then singing,
 "Are you up? Are you up? You up?"

And I stayed up very late,
 To see when robin went to bed;
 And just as our tall clock struck eight,
 And mother said, "Go now; don't wait!"
 Bird laughter,
 And after—
 "Time's up! Time's up! Cheer up!"

— *Anne Schütze.*

2. Study of Poem.

Why is the robin called "queer"?

What does the robin say at night? In the morning?

3. Written Exercise.

Copy the first stanza in your notebook.

LESSON 115 — COMPOSITION

1. Conversation.

Subject: *The Rain.*

- (a) Where it comes from. (c) What its uses are.
(b) How it gets there. (d) What causes a rainbow.

2. Written Exercise.

Copy the following in your notebook and memorize it:

There are bridges on the rivers
As pretty as you please;
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

— *Christina G. Rossetti.*

LESSON 116 — PICTURE STUDY

1. Conversation.

What do you see in the picture on page 101?

Who are making the soap bubbles?

What is the smaller girl going to do?

Did you ever try to make soap bubbles?

How did you do it? Is it great fun?

What colors did you see in the soap bubbles?

Where else have you seen these colors?

2. Written Exercise.

Write a composition telling how to make soap bubbles or telling of fun you have had making them.



SOAP BUBBLES

LESSON 117 — COMPOSITION

1. Conversation.

Subject: *India Rubber.*

- (a) The rubber tree.
- (b) The sap.
- (c) The uses of rubber.

2. Written Exercise.

Write all you know about the uses of rubber.

LESSON 118 — LITERATURE

1. Reading.

AN EASTER SURPRISE

Mother watched Paul walk slowly up and down in front of the house. It was early in the springtime, so early that the birds had not yet come back from the South and the trees had no leaves, but the sun was warm and bright and seemed to be trying to tell the world that winter was over. By and by Paul sat on the sunny porch, wishing he had something to play with, so his mother gave him an old spoon and a flower pot full of sand.

Every year mother had a large bed of beautiful tulips. Paul did not know about the tulips, for he was only three years old; but he saw the big round place in the front yard where there was no grass, and it looked nice and soft to dig in. He emptied his pot of sand into his little wagon, and filled it up again with soft dirt from the tulip bed. Then he emptied it into his wagon. He did this over and over until the wagon was full.

The long street was very quiet, and as nobody was in sight, the little boy walked slowly down to the corner. Just around the corner on the other side was a small house. It had a wee front yard, and right in the middle of it was a round flower bed. Paul walked into the yard and, sitting down on the ground, began to dig with a sharp stick that he had found.

In his wagon were some round brown things that had been in the tulip bed. When Paul had made a little round hole in the flower bed, he put one of these brown things into it and covered it up. Then he made more round holes and put in all of the brown balls that were in his wagon. He did not know it, but the brown balls were tulip bulbs.

That afternoon the old lady who lived in the little house sat looking sadly out of the window at her flower bed. "We'll have no flowers this year," she thought. The little old man who made the flower bed every year was very, very ill.

There were rainy days, and by and by a snowy one, and then more warm sunny ones. One happy day the little old man was better and the little old lady sat down for a moment's rest. She happened to look out at the flower bed, and what should she see but something growing!

"It must be weeds," she said, but she put her shawl over her head and ran out to see.

How her eyes did shine when she found not weeds, but a row of tulips almost ready to bloom!

"Oh, oh, oh!" she cried, "how did they ever get there? What a beautiful surprise they will be for father!"

On Easter Day the big easy-chair was pushed over by the window, and the little old man was to sit up in it for an hour. The little old woman could hardly wait until everything was ready for her to pull back the curtains to allow him to look out.

"Why, mother," he cried, "where did you get them?" For tulips were in full bloom, and oh, so beautiful — red and yellow and pink and white, swaying in the warm spring breeze!

"I do not know where they came from," she said, looking at the flowers with eyes full of happiness. "They are our Easter surprise."

"Somebody must love us even if we are old and poor," said the old man.

"I never was so happy in my life," the little old woman said softly.

— Louise M. Oglevee.

2. Study of Story.

What had Paul's mother planted in the flower bed?

When had she planted these tulip bulbs?

In the spring what did Paul do with the bulbs?

What was the Easter surprise that came to the little old man and the little old woman?

Why was it a happy surprise for them?

What did they say when they saw the beautiful flowers?

3. Written Exercise.

Fill the blanks with words that tell *where*:

1. Paul walked ———— .
2. The birds had not come ———— .
3. Paul sat ———— .
4. He saw the big round place ———— .
5. There were some brown things ———— .
6. Paul made a round hole ———— .
7. On Easter Day the big chair was pushed ———— .

LESSON 119—COMPOSITION

1. Composition.

Retell the story "An Easter Surprise."

2. Written Exercise.

Write a story telling how you would like to spend Easter.

LESSON 120 — SENTENCE REVIEW

1. Conversation.

How many kinds of sentences do you know?

How does each kind begin?

How does each kind end?

Write a sentence of each kind on the board.

Mark the mistakes in the work to the right of you.

Make corrections in your own sentences.

2. Written Exercise.

Write two sentences of each kind.

LESSON 121 — COMPOSITION

1. Conversation.

Subject: *Chickens.*

(a) Their appearance.

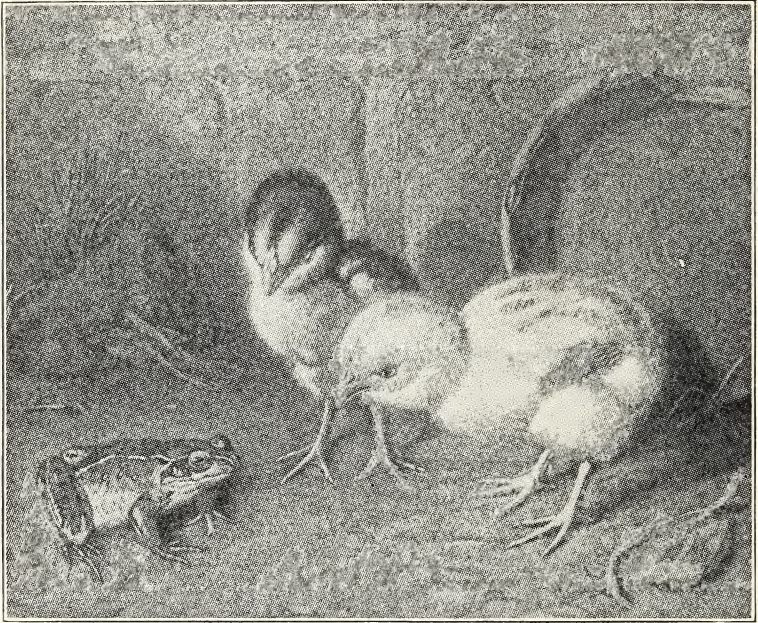
(c) Where they live.

(b) How they are hatched.

(d) What they eat.

2. Written Exercise.

Write a composition about chickens.



“YOU’RE NO CHICKEN!”

Paton

LESSON 122 — PICTURE STUDY

1. Conversation.

What do you see in the picture?

Read the title of the picture.

What do you think the chickens are saying to the frog?

What do you think the frog is saying to the chickens?

2. Written Exercise.

Write what you think the frog and the chickens are saying to each other.

LESSON 123 — REVIEW OF CHAPTER

Write two exclamations and two exclamatory sentences.

What mark have you placed after each?

What kinds of sentences do you know?

How does each begin? How does each end?

Write one sentence of each kind.

Write the exclamatory sentences you find in the poem of Lesson 114.

Write the questions you find in that poem.

Write your name, using initials for your Christian and middle names.

Write the names of five persons whom you know, using an abbreviation of a title before each name.

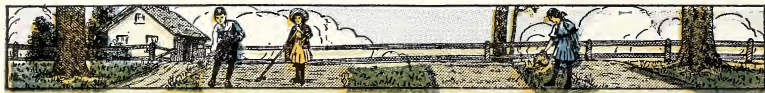
Write the date of your next birthday, giving the month, the day of the month, and the year.

Give the directions you would go in walking from your school to the post office.

Point out the *where* words in the following sentences:

1. They are swinging on the willow bough.
2. The brook will flow to the river.
3. He was usually sent to the kitchen.
4. The blue jays sat in the branches.

CHAPTER NINE



LESSON 124 — DICTATION

1. Dictation.

1. It grows and blooms around the door;
It has three leaves and sometimes four.
2. He flies about from flower to flower;
He's always working every hour.
3. Coat of brown, and vest of red,
Yellow feet, and small dark head.
4. Something gold that turns to white,
And then is blown far out of sight.

— *Prudence M. Kenner.*

How many of these riddles can you guess?
Write the first and fourth riddles from dictation.

2. Seat Work.

Memorize one of the above riddles and write it from memory in your notebook.

LESSON 125 — COMPOSITION

1. Conversation.

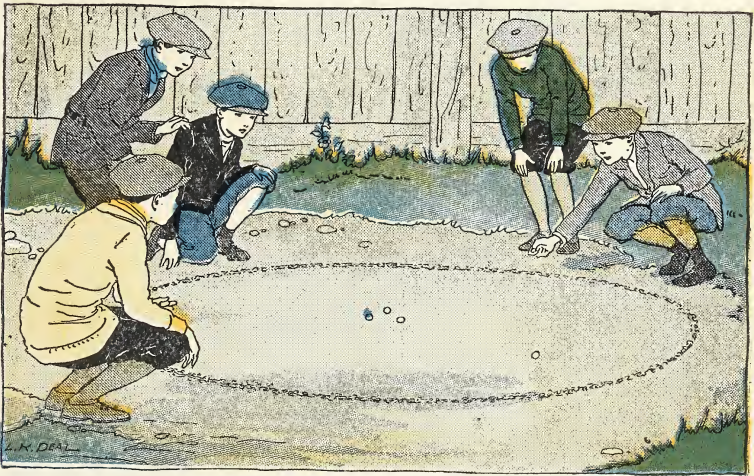
Subject: *How to Play Marbles.*

Tell how to play any game of marbles.

2. Written Exercise.

Write a description of a game of marbles.

LESSON 126 — PICTURE STUDY



1. Conversation.

Whom do you see in the above picture?

Tell all you can about these boys.

Describe the game they are playing.

2. Written Exercise.

Write a story suggested to you by this picture.

LESSON 127 — *IT IS I: YOU WERE* (REVIEW)

Review Lesson 73.

Read aloud the following sentences, filling the blanks with *is*, *was*, or *were*:

1. George — going home today.
2. You — going with him last week.
3. — you at school yesterday?
4. The boys — at home Christmas Day.
5. — you at home that day, too?
6. He — with you on Christmas Day.
7. You — going home with us last night.

LESSON 128 — LITERATURE

1. Reading.

THE TWO GARDENS

There were once two little boys named Bobby and Robby, and they had two gardens.

Now Bobby and Robby looked as much alike as two peas. They both had blue gingham suits, and white hats with red ribbon streamers. They had fine new iron spades with shiny black handles, and strong little rakes as bright as silver. You could not have told one little boy from the other as they stood in their gardens one fine spring morning, leaning over the fence and talking together about the crops.

“What are you going to plant, Robby?” asked Bobby.

“Oh, a great many seeds,” said Robby, spreading out a number of seed packages.

“I shall plant beans,” said Robby, “and also corn and watermelons and pumpkins and squashes and nasturtiums.

Those are the largest seeds in the packages, so of course they will take care of themselves. You see I have a great deal to do this summer, and I can't waste all my time in the garden. I am going to build an automobile. What are you going to plant, Bobby?"

Now Bobby had a paper of tiny, tiny black seeds that his grandmother had given him. They were so small that a breeze would have blown them away, but Bobby held them very tightly in his hand. His grandmother had said they were precious seeds. She said they would grow into flower-dresses for the fairies, if he tended them well.

"I think I shall plant these little black seeds, Robby," said Bobby.

"Poof!" said Robby, "they won't come up; they're much too small. You may have some of my watermelons, though, Bobby, as soon as they are ripe."

Then Robby began to plant his garden very fast, in order to get through quickly. The corn he planted close together in long rows, though everyone knows that corn should be planted in hills, two or three feet apart. He put the cucumber seeds close to it on one side, and the watermelon seeds and the beans very close on the other side, while the squash, the nasturtium, and the pumpkin seeds he put in deep holes along the edge of the garden. Then he raked the earth over and ran off to the barn to put two wheels on a soap box, for that was to be his automobile.

Bobby was busy, too. His grandmother had told him just how to plant the tiny black seeds. She said they must be scattered plentifully on the ground. Then the earth must be sifted, oh, so carefully over the top, or the precious seeds would be lost. Bobby planted them just as his grandmother had told him.

Every morning Bobby went out to his garden and watered

it. There were a great many ugly weeds to pull. He was too busy even to look across the fence to see what was happening in Robby's garden. And what do you suppose? Robby hadn't had time to look in his own garden, either!

You see when Robby found that the wheels would not stay on the soap box without screws, he went down to the store to buy a few. On the way home he met a boy with a kite; so Robby gave his jack-knife for the kite. It was a windy day and Robby flew his kite far over the fields, so far that he fell into a marsh, caught cold, and had to stay in bed a whole week. By the time he was well he had forgotten all about his garden.

But Robby's seeds had been busy all the time. First, the corn peeped through the ground, then the beans, and finally the squashes and the watermelons.

"This is my place in the garden," said the corn, and it really was, although the beans were so close by that they couldn't help running over into it.

"No, it is our place," said the beans. "We have no poles to climb on, so of course we must run up your stalks."

"You shall do no such thing," said the corn.

All summer they quarreled and tangled themselves so tightly together that the beans were not able to grow any pods nor the corn any ears.

When the watermelon plants and the squash vines heard the quarrel of the corn and the beans they were disgusted.

"It will never do for us to stay in this garden," said the watermelon plants.

So they started away over the ground as fast as they could go. But, alas, the watermelon plants were not meant to travel so far. They tried to get into Bobby's garden, but Bobby had mended the fence and there was no room to squeeze through. The watermelons grew very tired on the

way. After awhile they stopped altogether and just dried up. The squash vine went as far as the top of the garden gate, and then decided not to grow any squashes.

One day, after a while, Robby thought he would go out into the garden and pick a watermelon for Bobby, a pumpkin for his mother to make into a pie, and some beans for supper. And Robby really did go — and you know what a state things were in! The weeds were nearly as high as his head and the vines caught his feet until he could hardly make his way over to the fence. When he looked into Bobby's garden what do you think he saw?

A garden full of poppies! There were red poppies as pretty as a sunrise cloud. There were yellow poppies as lovely as a sunset. There were pink poppies, too; enough to make dresses for all the fairies in fairyland.

Robby looked back at *his* garden; it was almost a jungle. His nice new rake was all rusted from the rain, and his fine little spade lay on the ground with the handle broken in two.

"Dear me!" said Robby.

Bobby didn't say anything. He just picked a big bunch of flowers and reached them over to Robby.

"Thank you," said Robby, and he sat down in the grass and just thought and thought and thought.

— *Carolyn S. Bailey.*

2. Study of Story.

How did Robby and Bobby make their gardens?

How did they take care of their gardens?

Describe the gardens as they appeared in the autumn.

3. Written Exercise.

Write a story telling why Bobby's garden was better than Robby's.

LESSON 129 — COMPOSITION

1. Conversation.

Retell the story "The Two Gardens."

2. Written Exercise.

Write a story telling what you would plant in your garden.

LESSON 130 — COMPOSITION



WORKING IN A SCHOOL GARDEN

Subject: *My Garden.*

- (a) Where it is.
- (b) What I planted in it.
- (c) How I take care of it.
- (d) Comparison of my garden with the garden in the picture.

LESSON 131 — CAPITALS IN POETRY

1. Reading.

BABY SEED SONG

Little brown brother, oh! little brown brother,
 Are you awake in the dark?
 Here we lie cosily, close to each other;
 Hark to the song of the lark!
 "Waken!" the lark says, "waken and dress you;
 Put on your coats, green and gay,
 Blue sky will shine on you, sunshine caress you —
 Waken! 'tis morning — 'tis May!"

Little brown brother, oh! little brown brother,
 What kind of flower will you be?
 I'll be a poppy — all white, like my mother;
 Do be a poppy like me.
 What! you're a sunflower? How I shall miss you
 When you're grown golden and high!
 But I shall send all the bees up to kiss you;
 Little brown brother, good-bye.

— *E. Nesbit.*

2. Development.

With what kind of letter does each line of the poem begin?

Learn:

The first word of every line of poetry begins with a capital letter.

Where are exclamation marks used in the poem?

Why does *May* begin with a capital letter?

3. Written Exercise.

Copy the last stanza in your notebook.

LESSON 132 — *HOW* WORDS**1. Conversation.**

1. Bobby held the seed *tightly* in his hand.
2. She said they must be scattered *plentifully*.
3. The dry earth must be sifted *carefully*.

Read the first of the above sentences.

Which word tells how Bobby held the seeds?

Read the other sentences and name the words that tell *how*.

Suggest other words that tell *how*, while one pupil writes the list on the board.

2. Written Exercise.

Read the list of words written on the board.

Use six of these words in written sentences.

LESSON 133 — GAME (*HOW* WORDS)**1. Guessing Game.**

Mary goes into the hall.

John runs to the rear of the room.

Mary returns and guesses how John ran.

Example:

MARY: John, what were you doing?

JOHN: I was running.

MARY: Did you run swiftly?

JOHN: I did not run swiftly.

MARY: Did you run slowly?

JOHN: Yes, I ran slowly.

2. Written Exercise.

Write these sentences, filling the blanks with *how* words:

1. The boy walks —.
 2. The bird sings —.
 3. The girl jumps —.
 4. The boy whistles —.
 5. The children write —.
 6. The sleigh bells ring —.
-

LESSON 134 — CORRECT USE OF WORDS (REVIEW)

1. Conversation.

Read these sentences, filling the blanks with *a, an, were, I, or he*:

1. Please give me — apple or — peach.
2. Where was I standing? You — in the door.
3. Is this you, Jane? It is —.
4. Is it John that I see? It is —.

2. Written Exercise.

Write four sentences containing *haven't, this, these, and are*.

LESSON 135 — CAPITALS IN TITLES (REVIEW)

What rule did you learn about the use of capital letters in titles?

Write the titles of ten stories that you know.

After corrections have been made, copy the titles in your notebook.

LESSON 136 — COMPOSITION

1. Conversation.

Look at the titles you wrote in Lesson 135.
Which of the stories named do you like best?
Tell this story briefly to the class.

2. Written Exercise.

Of all the stories told by your classmates, which did you like best? Write this story in a few sentences.

LESSON 137 — LITERATURE

1. Reading.

THE WAKING OF THE FLOWERS

Down in the wonder world, under the ground,
Dear little buds in a slumber were found.

“Wake!” said the sun, “and good morning to
you!”

“Wake!” said the raindrops, and “Wake!”
said the dew.

Down in the wonder world, dear little heads
Drowsily raised themselves up in their beds—
Crocus and daffodil, hyacinth fair,
Stirring and whispering answered, “Who’s there?”

Ah, but the calling they could not resist!
Smiling, they wakened, as babes that are kissed,
Stretching their glad little heads to the light,
Broke into blossoms, a wonderful sight.

Up in the sun world a glad-hearted child
Gathered the beautiful blossoms and smiled,
 "Daffodil, crocus, I've watched for you!"
Then every blossom had learned why it grew.

— *Phila Butler Bowman.*

2. Study of Poem.

What is the "wonder world" mentioned in the poem?
What lived down under the ground?
Who told them to waken? What did they do?
Why had they grown and blossomed?

3. Written Exercise.

Imagine you were one of the buds and describe your home under the ground.

LESSON 138 — DRAMATIZATION

Dramatize the story of the poem in Lesson 137.

LESSON 139 — COMPOSITION

1. Conversation.

Retell the story "The Waking of the Flowers."

2. Written Exercise.

Write in your own words the story told in the poem.

LESSON 140 — REVIEW OF CHAPTER

Point out the *how* words in the following sentences:

1. The morning sun shone brightly.
2. The river ran swiftly to the sea.
3. The soldier rode gallantly down the street.

Write the titles of a poem, a picture, and a story that you know.

Give the rule for the use of capital letters in poetry.

Name all the other rules for the use of capital letters that you know.

Write the names of the days of the week.

Write the names of the months in the order in which they come, and their abbreviations.

Write the names of two persons whom you know, using the abbreviation of a title before each name.

Write a list of five plural words.

Give two sentences containing *an* used correctly. Tell why you used *an*.

Give two sentences containing *you were* used correctly.

CHAPTER TEN



LESSON 141 — CAPITAL LETTERS (REVIEW)

1. Conversation.

1. I have always thought of Christmas time as a good time.
2. Good old Mother Fairy, sitting by your fire,
Have you any little folk you would like to hire?
3. October is breezy, November is wheezy, December is freezy.
4. John has just finished reading "The Barefoot Boy."
5. School closes on Monday, Labor Day.
6. Mother gave me Henry W. Longfellow's poems.
7. I saw Dr. Brown and Mr. Smith today.
8. I met Miss Brown at the party.

Read the above sentences carefully.

Which words begin with capital letters?

Give reasons for the use of these capitals.

Point out the abbreviations in the sentences.

Write sentences 1, 2, 3, and 6 from dictation.

2. Written Exercise.

Copy your dictation work, correcting all mistakes.

LESSON 142 — PICTURE STUDY



“HERE COMES THE TRAIN!”

1. Conversation.

What do you see in the picture?

Why are the children watching for the train?

Describe the three children.

What kind of train do you think they are expecting to see?

Have you ever watched for the train?

2. Written Exercise.

Write the story suggested to you by the picture.

LESSON 143 — LITERATURE

1. Reading.

THE THROSTLE

“Summer is coming, summer is coming.

I know it, I know it, I know it.

Light again, leaf again, life again, love again,”

Yes, my wild little poet.

“Love again, song again, nest again, young again,”

Never a prophet so crazy!

And hardly a daisy as yet, little friend,

See, there is hardly a daisy.

“Here again, here, here, here, happy year!”

O, warble unhidden, unbidden!

Summer is coming, is coming, my dear,

And all the winters are hidden.

— *Alfred Tennyson.*

2. Study of Poem.

The throstle is commonly called the thrush.

What season is coming? How do you know?

Who is the “wild little poet”?

What tells you this bird comes in early spring?

Memorize the first stanza.

LESSON 144 — MEMORIZING

Repeat the first stanza of “The Throstle.”

Read the second stanza. Memorize it.

What does the bird sing in this stanza?

What does it sing in the third stanza?

What is meant by “the winters are hidden”?

LESSON 145 — LITERATURE

1. Reading.

WILLIE'S VISIT TO THE SEASHORE

Willie lived in a big city with his father and mother. He was only six years old, but he was a great help about the house.

He went on errands to the store, played with sister Sue, amused his baby brother George, and did so many things to help his mother that she called him her "busy little man."

As summer came on, the roses in Willie's cheeks began to fade. "This will never do," said father, patting the little fellow's cheeks. "Willie must go to grandfather's at the seashore. I'll write tonight."

In less than a week grandfather was at the house, ready to take his grandson home with him.

When Willie saw the big, blue ocean, his brown eyes opened wide in wonder. It was not long before the salt air and sea bathing brought the roses back to the little boy's cheeks, and he was soon strong again.

What fun he had playing in the sand! Such deep caves and wells he dug, and fine houses and castles he built! How often he wished that sister Sue could be with him!

One day grandfather took Willie for a row. Willie leaned over the side of the boat and looked at the bright shells, pretty pebbles, and little fishes in the water.

He was just about to put out his hand to catch a piece of seaweed floating by, when he felt something pinch his foot.

"Oh, oh!" he cried, "what's that? There it is again!" and the little boy's face grew very red.

"Why," said grandfather, looking in the bottom of the boat, "it's a crab!" and grandfather picked it up by the back. "He can't hurt now."

"What an ugly looking fellow!" exclaimed Willie. "Throw him overboard, please."

"Let's look at him first," said grandfather. "See, he has eight legs and two claws or hands, one of which is much larger than the other and is very strong. With this claw he digs his house, gets his food, and pinches people."

"Digs his house?" laughed Willie. "Oh, grandfather!"

"Yes, Willie, digs his house in the sand when the tide is low; and, more than that, he makes a long hall, a bedroom to sleep in, and a pantry for his food."

"What funny eyes the crab has!" cried Willie. "See how he pushes them out."

"His eyes are on little pegs which he can push in and out as he pleases," said grandfather.

"Is a crab a fish?" asked the boy.

"It is called a shellfish," said grandfather. "Baby crabs change their shells often because they grow so fast. Just like a boy I know," and grandfather looked at Willie.

"And now I think it must be so near dinner time that we must start for home," said grandfather, as he headed the boat for shore.

The summer passed quickly and one morning early in September, whom should Willie see coming up the road but father, mother, sister Sue, and the baby! How much he had to tell! Mother said that he was a real chatterbox.

"Well, I see the roses are back," said father, "and somebody is getting too big for his clothes. I wonder if my little boy is ready to go home?"

This was a hard question for Willie to answer.

But when grandfather said he was to come again next summer and bring his sister with him, he was contented to go home.

— *Alice Lotherington.*

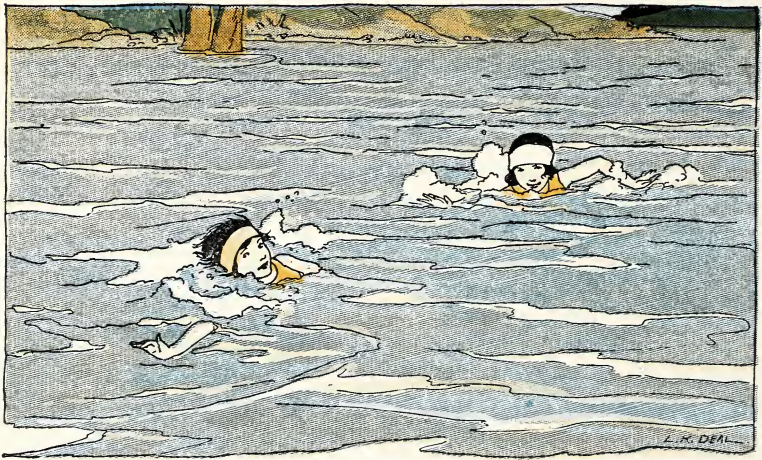
2. Study of Story.

What kind of boy was Willie? Where did he live?
Why did he go visiting? Where did he go?
Tell how he spent the summer.

3. Written Exercise.

Write a story telling how Willie spent the summer.

LESSON 146 — COMPOSITION

**1. Conversation.**

These two girls are having a swimming race.
Describe the race.

2. Written Exercise.

Imagine you were on the shore and write a description of the race.

LESSON 147 — LITERATURE

1. Reading.

VACATION

I have closed my books and hidden my slate,
And thrown my satchel across the gate.
My school is out for a season of rest,
And now for the schoolroom I love the best.

My schoolroom lies on the meadow wide,
Where under the clover the sunbeams hide,
Where the long vines cling to the mossy bars,
And the daisies twinkle like fallen stars.

My schoolmates there are the birds and bees,
And the saucy squirrel, more dull than these,
For he only learns, in all the weeks,
How many chestnuts will fill his cheeks.

O, come! O, come! or we shall be late,
And autumn will fasten the golden gate.
Of all the schoolrooms in east or west
The school of Nature I love the best.

— *Katharine Lee Bates.*

2. Study of Poem.

What schoolroom does the child like best? Describe it.

Who are the schoolmates in this school?

What is the name of this school?

3. Written Exercise.

Write a composition telling how you will spend your vacation.

GENERAL SUMMARY FOR PART I

LESSON 148 — SUMMARY OF CAPITAL LETTERS

A capital letter is used:

- (a) to begin the first word of every sentence (p.10).
 - (b) for the word *I* (p.23).
 - (c) to begin the first and every important word in the title of a book, a story, a poem, or a picture (p.33).
 - (d) to begin the name of every holiday (p.43).
 - (e) to begin the name of every day of the week (p.50).
 - (f) to begin the name of every month (p.57).
 - (g) to begin the abbreviation of every capitalized word (p.58).
 - (h) to begin the name of a person (p.72).
 - (i) for an initial (p.72).
 - (j) to begin the title of a person, such as *Mr.*, *Mrs.*, *Miss*, and *Dr.*, when placed before a name (p.75).
 - (k) to begin the first word of every line of poetry (p.115).
-

LESSON 149 — SUMMARY OF PUNCTUATION

1. A period is used after:

- (a) a statement (p.10).
- (b) an abbreviation (p.58).
- (c) an initial (p.72).

2. A question mark is used after a question (p.13).**3. A comma is used to separate the day of the month from the year (p.76).****4. An exclamation mark is used after:**

- (a) an exclamation (p.96).
- (b) an exclamatory sentence (p.96).

LESSON 150 — SUMMARY OF LANGUAGE FACTS

1. A sentence is a group of words expressing a complete thought (p.10).
 2. A statement is a sentence that tells something as a fact (p.10).
 3. A question is a sentence that asks something (p.13).
 4. A singular word means one (p.40).
 5. A plural word means more than one (p.40).
 6. An exclamation or an exclamatory sentence expresses sudden or strong feeling, as of joy, fear, pleasure, anger, wonder, or pain (p.96).
-

LESSON 151 — SUMMARY OF CORRECT USE OF WORDS

1. Rules.

- (a) Use *is* and *was* with singular words (pp.21,44).
- (b) Use *are* and *were* with plural words (pp. 21, 45).
- (c) Use *were* with *you* (p.45).
- (d) Use *an* before words beginning with a vowel sound (p.37).
- (e) Use *a* before words beginning with a consonant sound (p.37).
- (f) *This* and *these* point out persons or things that are near (p.65).
That and *those* point out persons or things that are farther away (p.65).
This and *that* point out one person or thing (p.65).
These and *those* point out more than one (p.65).

2. Oral Practice.

(a) Give five sentences containing *I am not* (p.23).

(b) Read aloud the following sentences, filling the blanks with *I, he, she, and they* (p. 68).

It is —.	It is not —.	It was —.	It was not —.
It is —.	It is not —.	It was —.	It was not —.
It is —.	It is not —.	It was —.	It was not —.
It is —.	It is not —.	It was —.	It was not —.

(c) Give six sentences containing *have* and *haven't* correctly used (p. 82).

(d) Give five sentences containing *where* words (p. 90).

(e) Give five sentences containing *how* words (p. 116).

GOOD ENGLISH

PART II



L. K. DEAL.

FEEDING THE BIRDS

GOOD ENGLISH

PART II

CHAPTER ONE



LESSON 1 — PICTURE STUDY

1. Conversation.

What is the title of the picture on the opposite page?

Can you think of another title for it?

What do you see in the picture?

Describe the boy's clothes.

Do you ever feed the birds in winter?

What do you give them to eat?

2. Written Exercise.

Write another title for the picture. Be careful to use capital letters correctly.

Imagine you are the boy in the picture and write a story about the pleasure you had feeding the birds.

LESSON 2 — LITERATURE

1. Reading.

ROBIN REDBREAST

Good-bye, good-bye to summer!
 For summer's nearly done;
 The garden smiling faintly,
 Cool breezes in the sun;
 Our thrushes now are silent,
 Our swallows flown away —
 But Robin's here, in coat of brown
 And ruddy breast-knot gay.
 Robin, Robin Redbreast,
 O Robin dear!
 Robin sings so sweetly
 In the falling of the year.

Bright yellow, red, and orange,
 The leaves come down in hosts;
 The trees are Indian princes,
 But soon they'll turn to ghosts;
 The leathery pears and apples
 Hang russet on the bough;
 'It's autumn, autumn, autumn late,
 'Twill soon be winter now.
 'Robin, Robin Redbreast,
 O Robin dear!
 And what will this poor Robin do?
 For pinching days are here.

The fireside for the cricket,
 The wheat stack for the mouse,
 When trembling night winds whistle
 And moan all round the house.

The frosty ways like iron,
 The branches plumed with snow —
 Alas! in winter dead and dark,
 Where can poor Robin go?
 Robin, Robin Redbreast,
 O Robin dear!
 And a crumb of bread for Robin,
 His little heart to cheer!

— *William Allingham.*

2. Study of Poem.

Of what is the poet talking in this poem?

What season of the year has just passed?

What season is coming?

What is there in the poem that tells you it is autumn?

What things mentioned are preparing for winter?

Explain the meaning of "pinching" days.

"The frosty ways" — frost makes roads and streams hard, like iron.

When the poet asks, "Where can poor Robin go?" he is speaking of the English robin, that stays in England throughout the winter because of the mild climate. What does the robin in your state do in winter?

Where are question marks used?

Make a list of plural words found in the poem.

Point out an exclamation in the last stanza.

3. Written Exercise.

Write a list of things mentioned in the poem that are preparing for winter.

LESSON 3 — COMPOSITION

1. Conversation.

Subject: *Preparation for Winter.*

flowers	seeds	nuts	animals	man
fruits	trees	insects	birds	

Tell how any two of the above prepare for winter.

2. Written Exercise.

Bring to class a notebook, in which to write your exercises.

Copy the following sentences in your notebook:

1. Some birds go south for winter.
2. Some birds get warmer coats in winter.
3. Some animals get warmer coats, too.
4. Some animals sleep all winter.

LESSON 4 — LITERATURE

1. Reading.

SEPTEMBER

Unload me, brother. I have brought a few
 Plums and these pears for you,
 A dozen kinds of apples, one or two
 Melons, some figs all bursting through
 Their skins, and pearly with dew
 These damsons violet-blue.
 My leaves that fade and fall,
 I note you one and all.

— *Christina G. Rossetti.*

2. Study of Poem.

The poet represents the incoming month as talking to the month that is drawing to a close. Thus, in the opening line, September speaks to August, calling him "brother."

What fruits that you know does September bring?

Do you like the poet's fancy that dewdrops form "pearls" upon the fruit?

3. Written Exercise.

Write a list of the fruits mentioned in the poem. If you know any others add them to your list.

LESSON 5 — COMPOSITION

1. Conversation.

Subject: *What I Know about Fruits.*

- (a) Those that grow on trees; on bushes; on vines.
- (b) Fruits that have stones; cores; seeds scattered throughout the pulp.
- (c) Fruits that grow in this climate; those that grow in other climates.
- (d) Fruits that can be kept all winter in the form in which they grow; ways of keeping other fruits.

2. Written Exercise.

Write a list of fruits that grow on trees; a list of those that grow on bushes; a list of your favorite fruits.

LESSON 6 — COMPOSITION

1. Conversation.

Imagine you are a fruit tree and tell who visited you in the summer or in the autumn. Use the following suggestions:

- (a) Visitors, such as bees, birds, and boys.
- (b) What they said.
- (c) What they did.

2. Written Exercise.

Write five sentences that tell what your visitors did.

Write five sentences about fruits that grow in your climate.

LESSON 7 — GENERAL REVIEW

1. Reading.

THE HABITS OF FLOWERS

Flowers have habits, or ways of acting, just as people have. Some flowers shut themselves up at night as if to go to sleep, and open again in the morning. Tulips, pond lilies, daisies, and dandelions are among those that close at night.

When the mountain daisy shuts up, it forms a little green ball. The golden petals of the dandelions fold up so closely that they look like buds which have never been opened. When the sun is hot, the dandelion closes itself up to keep from wilting.

Do you know of any other flowers that close at night or at noon? Do you know of any that open at night and close in the morning?

— *Selected.*

2. Conversation.

What flower have you noticed that closes at night?

What three kinds of sentences do you know?

Read the first statement in "The Habits of Flowers."

What word in the sentence begins with a capital letter?

Find a question in the story and read it.

What mark is placed after a question?

Find and read the first sentence in the story that contains *is*.

Why does the author use *is* here?

Find and read the first sentence in the story that contains *are*.

Why does the author use *are* here?

3. Written Exercise.

Write two sentences each containing *you were*.

Answer the question "Who is it?" with a complete sentence containing *I, he, she, or they*.

Answer the question, "Who was it?" with a complete sentence containing *I, he, she, or they*.

Write sentences containing *this, these, that, and those* used correctly.

Write a sentence containing four abbreviated titles, placed before names of persons.

Write sentences containing *have* and *haven't* used correctly.

Write the names of the months and their abbreviations.

LESSON 8 — ALPHABETICAL ARRANGEMENT
(ACCORDING TO FIRST LETTER)

1. Conversation.

Write the letters of the alphabet in a column in their order. Opposite each letter, write the word in the following list that begins with that letter:

an	Dan	tan	pan
man	ran	fan	can

Example:

(a)	an
(b)	—
(c)	can

Words written in this way are said to be arranged alphabetically.

2. Written Exercise.

Write each of these groups of words in a column, alphabetically:

1. hen	den	men	ten	pen
2. ball	tell	joy	not	desk
3. apple	paper	ocean	black	under

LESSON 9 — ALPHABETICAL ARRANGEMENT
(ACCORDING TO FIRST TWO LETTERS)

1. Conversation.

When there are several words that begin with the same letter, we arrange them alphabetically according to the second letter, as in column 1, page 141.

Example:

1.	2.	3.
bake	small	corn
beet	settle	cub
bill	steal	circle
black	saddle	cane
bottle	sitting	creek
break	shut	close

Notice that the words in column 1 are arranged alphabetically. Arrange the words in columns 2 and 3 alphabetically on the board.

2. Written Exercise.

Write in a column, arranged alphabetically:

would why water west will write

LESSON 10 — ALPHABETICAL ARRANGEMENT (ACCORDING TO FIRST THREE LETTERS)

1. Conversation.

What two letters have we considered in arranging words alphabetically? In arranging words alphabetically we sometimes need to look at the third letter, also.

Example: brake break brick brown brush

Arrange these words alphabetically on the board:

1. drape drink dregs drum drop
2. tramp trick true troop tree

2. Written Exercise.

Arrange these words alphabetically:

tied threw two table took touch then think take

LESSON 11 — PLACE OF THE TITLE

1. Reading.

THE LEGEND OF CLYTIE

Clytie was a lovely water nymph; she was tall and slender and had soft black eyes and golden hair.

She loved the glorious sun god, Apollo. Day after day, from morning until evening, she would stand upon the shore of a beautiful lake and gaze upon the face of the god as he rode through the heavens in his shining golden chariot. As he passed from east to west, she would slowly turn her face to keep her eyes upon him.

Apollo loved the gentle Clytie and used to look down upon her and warm her heart with his smile; but he could not come to her, for he had to guide his fierce horses through the sky every day.

At length the maiden grew pale and thin and slowly wasted away. So Apollo in pity decided to change her into a flower that could stand all day and gaze upon him without suffering. Her feet became roots, growing fast in the ground; her slender body was changed to a long stem; her eyes became the center of the flower, and her yellow curls, a golden fringe of petals; and Clytie was a flower.

This is why the sunflower stands upright in the garden all summer long and turns her face toward the sun as he passes from east to west.

— *Selected.*

2. Development.

Read the story and tell what the title is.

What words in the title are capitalized?

Why are these words capitalized?

Where is the title of the story placed?

Compare the space between the title and the first line of the story with the space between the first and second lines of the story.

Learn:

When writing a composition, place the title in the center of the first line of the first page.

Leave a space of at least one line between the title and the first line of the composition.

3. Written Exercise.

Write six sentences about Clytie.

Write a title for these sentences above them. Be careful to place your title correctly.

LESSON 12 — THE PARAGRAPH: THE TOPIC

1. Development.

Read the part of the story in Lesson 11 that tells who Clytie was.

Read the part that tells of Clytie's love for Apollo.

How many sentences are in this part? Notice that all of these sentences tell of one incident or *topic*.

What part shows Apollo's love for her?

Read the part that tells what happened to her.

Read the part that tells what she does each summer day.

How many parts are there in the entire story?

Each of these parts is called a **paragraph**.

How does the beginning line of each paragraph differ from the other lines?

The first line of each paragraph is **indented** — that is, set in farther to the right of the margin or edge of the paper than the other lines.

Notice the last line of each paragraph in “The Legend of Clytie.”

How does the last line of the paragraph differ from the other lines?

Learn:

A paragraph is a part of a story or composition that tells about some particular topic.

The first line of each paragraph is indented.

2. Written Exercise.

Copy the title and the first two paragraphs of the story.

Be careful to indent the first line of each paragraph.

LESSON 13 — COMPOSITION

1. Conversation.

Subject: *The County Fair* or *The State Fair*.

- | | |
|--------------------------------|-----------------------------|
| (a) Time and place. | (d) The live stock exhibit. |
| (b) The display of flowers. | (e) Other exhibits. |
| (c) The display of vegetables. | (f) The races. |

2. Written Exercise.

Write two paragraphs, using two of these topics.

LESSON 14 — REVIEW OF CHAPTER

Close your eyes and imagine you are at a fair. Open your eyes and tell what you saw, using *a* and *an*, as: *I saw an apple.*

Where should you place the title of a composition?

What is a paragraph?

What is meant by the topic of a paragraph?

What line in each paragraph should be indented?

How does the last line of a paragraph differ from the other lines?

Write a paragraph on some topic, giving its title.

What is meant by "alphabetical arrangement" of words?

Arrange the following words in alphabetical order:

- | | | | | |
|---------|------|------|------|------|
| 1. all | aim | arm | rain | ran |
| rat | one | oar | out | oil |
| 2. sell | seat | heat | ball | bail |
| bone | boat | boil | gain | gate |

Write a paragraph on the weather today. Test your work by use of the following questions:

1. Do all your sentences relate to the topic?
2. Is the first line indented?
3. Does every sentence begin with a capital letter?
4. Have you used periods, question marks, and exclamation marks correctly?

CHAPTER TWO



LESSON 15 — LITERATURE

1. Reading.

OCTOBER

Nay, cheer up, sister. Life is not quite over,
Even if the year has done with corn and clover,
With flowers and leaves; besides, in fact it's true,
Some leaves remain and some flowers, too,
For me and you.

Now see my crops:

I've brought you nuts and hops;
And when the leaf drops, why, the walnut drops.

— *Christina G. Rossetti.*

2. Study of Poem.

In the first line, the poet represents October as replying to September, who has been complaining that the autumn is a dismal time of the year.

What cause for cheer does October mention?

What "crops" does October offer to September?

Have you seen walnuts growing on the tree? Describe them.

3. Written Exercise.

Make a list of October flowers; of nuts.

LESSON 16 — LITERATURE

1. Reading.

APPLE-SEED JOHN

Apple-seed John was a poor old man who wished to make other people happy. He made others happy with his kind words and helpful ways, but he wished to do still more.

One day, while he was eating a nice red apple, he thought of a fine plan. After that, whenever he was paid for his work, he took part of his pay in apples. Every time he ate one of them, he would put the core in a large bag.

When the bag was full, he took it on his back and walked toward the fields and meadows. Wherever he found a good place for an apple tree, he made a hole in the soft earth and planted an apple seed.

When the bag was empty, he went back to work, saved more apple cores, and then went on planting as before. He continued doing this until he grew too old and weak to do it any more. It pleased him to think that what he had done would help to make others happy.

As time went on, apple trees grew all over the country wherever John had gone. The birds made homes in their branches and the travelers were glad to rest in their shade. In the spring the pink and white blossoms filled the air with their fragrance, and in the fall the branches hung low with ripe fruit which seemed to say, "Pick me and eat me. Apple-seed John thought of you when he planted this tree."

— *Carolyn S. Bailey.*

2. Study of Story.

How many paragraphs are in the above story?

Give the topic of each paragraph.

Tell the story by paragraphs, using these topics.

LESSON 17 — THE SYLLABLE: THE HYPHEN

1. Development.

Which of these words are divided into parts?

bag	tree	blos-soms	work
en-joy	coun-try	hap-py	ap-ple

Each of these parts is called a **syllable**.

Which words have only one syllable?

When we divide a word into syllables we either leave a space or put a **hyphen** (-) between them.

Example:

en joy	en-joy
--------	--------

Sometimes we do not have room at the end of a line to write a whole word. If it has more than one syllable, we may divide it, putting one or more syllables at the end of the line, followed by a hyphen, and the rest of the word at the beginning of the next line. Never divide a word except between syllables.

What words in the story of Lesson 11 are divided at the ends of lines? What word in Lesson 16?

Learn:

When a word is divided at the end of a line, a hyphen is used to separate the syllables.

2. Written Exercise.

Divide these words into syllables, using your dictionary to make sure you divide them correctly.

walking	helpful	Henry	other
whenever	meadows	empty	before

LESSON 18 — REVIEW OF CAPITALS

1. Dictation.

Write from dictation and tell why you use capitals:

1. October's Bright Blue Weather
2. The King of the Golden River
3. The Spider and the Fly
4. At the Watering Trough
5. A Day of Real Sport
6. The Legend of Clytie

2. Oral Review.

Read the following sentences and explain the use of each capital letter:

The spring months are March, April, and May.

The summer months are June, July, and August.

The autumn months are September, October, and November.

The winter months are December, January, and February.

Some holidays are Thanksgiving Day, Christmas, Washington's Birthday, Easter, and Labor Day.

At the fair, I saw Mr. Hall, Mrs. Smith, Dr. Benton, and Capt. Brown.

Monday, Tuesday, Wednesday, Thursday, and Friday are school days.

3. Written Exercise.

Copy three titles from your reader.

Write the titles of two pictures that you like.

Write the names of two holidays that you enjoy most.

LESSON 19 — MAKING A PARAGRAPH

1. Conversation.

Subject: *The Apple.*

Describe the shape, skin, pulp, and core of the apple. Make your statements one by one, so that your teacher may write them on the board.

Example:

The apple is round.

The apple is like a ball.

The skin is red.

The skin is smooth.

The pulp is white.

It is under the skin.

It is juicy.

The core is in the center of the apple.

It has seeds in it.

Which two sentences tell the shape of the apple?

How can they be made into one sentence?

Example:

The apple is round like a ball.

Which two sentences describe the skin of the apple?

How can they be made into one sentence?

Example:

The skin is smooth and red.

Read the three sentences that describe the pulp.

Combine these sentences into one.

Example:

The white, juicy pulp is under the skin.

Combine the two sentences about the core.

Example:

The core is in the center of the apple and has seeds in it.

Write all the sentences in one paragraph.

Example:

The apple is round like a ball. The skin is smooth and red. The white, juicy pulp is under the skin. The core is in the center of the apple and has seeds in it.

What would be a good title for this paragraph?

Where should it be placed?

What words in the title should begin with capital letters?

What line in the paragraph should be indented?

What punctuation mark should you use at the end of each sentence?

2. Written Exercise.

Copy the paragraph in your notebook.

LESSON 20 — COMPOSITION

Read the paragraph you wrote in Lesson 19.

In the same way as in Lesson 19, write a paragraph on the use of apples.

Copy this paragraph to complete the story of "The Apple" written in Lesson 19.

LESSON 21 — COMPOSITION

1. Conversation.

Subject: *Nuts*.

- (a) Kinds of nuts I know.
- (b) How and where they grow.

2. Written Exercise.

Write the names of nuts, and tell whether they grow on trees, on bushes, or in the ground.

LESSON 22 — WORDS IN A SERIES

1. Development.

1. James and John and Henry have gone to school.
2. James, John, and Henry have gone to school.

How does the second sentence differ from the first?
The names of the boys are words of the same kind, used in the same way.

Three or more words of the same kind, used in the same way, make a series of words.

3. The boys will buy apples or oranges or grapes.
4. The boys will buy apples, oranges, or grapes.

What is the difference between these two sentences?
What *series* of words shows what the boys will buy?
Which of the four sentences contain commas?
Why are these marks not used in the other sentences?
And and *or* are called **connecting words**.

Learn:

Three or more words of the same kind, used in the same way, make a *series of words*.

The words of a series are separated by commas, unless all are joined by connecting words.

2. Written Exercise.

Write these sentences, filling the blanks:

1. —, —, and — grow on trees.
 2. —, —, and — grow on bushes.
 3. —, —, and — grow on vines.
 4. We preserve —, —, and —.
 5. We will buy —, —, or —.
-

LESSON 23 — WORDS IN A SERIES (*Continued*)**1. Dictation.**

Prepare to write from dictation:

1. The clouds were small, white, and fleecy.
2. The brook was clear, cool, and deep.
3. "Bright yellow, red, and orange,
The leaves come down in hosts."

2. Written Exercise.

Write sentences that contain words in a series, using a connecting word between the last two words, only, in each series. Follow these suggestions:

1. Five things found in a drygoods store.
2. Four things used in a schoolroom.
3. Three games played in the autumn.
4. Four different parts of the body.



THE SQUIRRELS

Carter

LESSON 24 — PICTURE STUDY

1. Conversation.

What do you see in the picture on page 154?

Where and of what is the home of the squirrels built?

Tell what you see in the nest.

What do you know about the tails of squirrels? The teeth? The feet?

What and how do squirrels eat?

Tell anything else you know about them.

2. Written Exercise.

Write two paragraphs about squirrels, using the following topics:

- (a) Description. (b) Their homes.
-

LESSON 25 — ALPHABETICAL ARRANGEMENT (REVIEW)

1. Conversation.

Arrange alphabetically all the words in the first paragraph of the story of Lesson 16.

2. Written Exercise.

Select the words in the first two paragraphs of the story of Lesson 16 that begin with *p* and with *t*, and arrange them alphabetically in two columns.

LESSON 26 — THE DICTIONARY (INDEX WORDS)

1. Development.

Open your dictionary to the words beginning with *a*. Look at the words in heavy type at the top of each page. These are called *index words*.

Look at the index word on the second page of words that begin with *a*. Where else on the page is this word found? What word follows it? How does this word differ from the index word?

As you read down the page, notice that the words are arranged alphabetically, not alone by the first letter, but by the second, the third, the fourth, etc.

Look at the second index word on the page. Where else on the page is this word found?

The first index word is always the first word in the first column. The second index word is always the last word in the second column. The index words tell us where to look for a word.

See who can first find the word *about* in the dictionary.

Find the following words in the same way that you found *about*:

ax

abide

2. Written Exercise.

Turn to Lesson 16 and arrange alphabetically in two columns all the words in the story that begin with *w* and with *s*.

LESSON 27 — USE OF TOPICS

1. Conversation.

A NUTTING TRIP

John and Frank awoke very early on a bright October morning. It was Saturday and they were going to the woods to gather nuts.

There had been a heavy frost during the night. The boys could still see signs of it on the ground and the trees. They were glad, for they knew that the nuts would fall easily.

When they set out for the woods each had a large bag for the nuts. They had a lunch, also, that their mother had prepared for them.

Look at the picture on page 14.

Give a topic for each of the above paragraphs.

Finish the story, using the following topics:

- (a) How they got the nuts.
- (b) What they saw on their trip.
- (c) Their return home.

2. Written Exercise.

Write an ending for the above story, following the topics given. _____

LESSON 28 — LITERATURE

1. Reading.

BROWNIES

It is said that brownies are little fairies. Sometimes they come into our houses, but most of the time they live out-of-doors in flowers and trees. They are very tiny and wear brown or gray trousers, green jackets, and little red caps trimmed with feathers.

There are several kinds of brownies. Those that live in trees are called dryads. The nymphs live in the sea. Then there are the sprites who live in popcorn kernels, and the elves who live among dry leaves. Besides these there are the goblins and the witches, who bring trouble and make mischief.

Brownies are great workers. They wash dishes, sweep floors, carry in wood, and perform all sorts of little tasks and kindnesses. Brownies are very fond of animals and when they make their home in the barn, the cows and the horses are sure to be well cared for.

Brownies come on Halloween, but sometimes it seems as though the goblins and the witches had had everything their own way. Surely the other brownies, who are the most kind-hearted little people, would never be guilty of some of the things that are done on Halloween.

How happy everyone would be on Halloween if none but the good brownies would come — the brownies who pile up the neighbor's wood or do other kind deeds!

— *Selected.*

2. Study of Story.

Mention some things the good brownies do.

Mention some things the goblins and witches do.

What could they do on Halloween to make someone happy?

What is the topic of the first paragraph? Of the second paragraph?

Do you know any good brownies who pile wood or do kind acts on Halloween?

3. Written Exercise.

Write a paragraph telling what you would like to do on Halloween.

LESSON 29 — COMPOSITION

1. Conversation.

Subject: *My Jack-o'-lantern.*

(a) Where and how I got the pumpkin.

(b) How I made my jack-o'-lantern.

(c) What I did with it.

2. Written Exercise.

Write the story of "My Jack-o'-lantern," using the above topics.

LESSON 30 — COMPOSITION

Read the story that you wrote yesterday.

How many mistakes did your teacher mark?

Rewrite the story correctly in your notebook.

LESSON 31 — REVIEW OF CHAPTER

Separate the following words into syllables, showing how they may be divided at the end of a line:

Saturday following pumpkin holiday

Write a sentence that contains words in a series, using a connecting word between the last two words of the series, only.

Give the topic of the last paragraph of "Apple-seed John."

Where are the index words of the dictionary placed? What do they tell you?

CHAPTER THREE



LESSON 32 — LITERATURE

1. Reading.

NOVEMBER

Trees are bare and brown,
Dry leaves everywhere,
Dancing up and down,
Whirling through the air.

Red-cheeked apples roasted,
Popcorn almost done,
Toes and chestnuts toasted —
That's November fun.

—*Selected.*

2. Study of Poem.

What characteristics of November are mentioned?
Which of the kinds of "November fun" mentioned
in the poem have you enjoyed?

What picture does the first stanza give you?

Read these lines by Sir Walter Scott:

November's sky is chill and drear,
November's leaf is red and sear.

Compare the poem "November" given on the preceding page with the following lines written by Lucy Larcom:

Who said November's face was grim?
Who said her voice was harsh and sad?
I heard her sing in wood-paths dim,
I met her on the shore, so glad,
So smiling, I could kiss her feet!
There never was a month so sweet.

Memorize the poem "November."

LESSON 33 — COMPOSITION

1. Conversation.

Subject: *Farm Animals*.

- (a) Animals that help the farmer do his work.
- (b) Those that give him something to eat.
- (c) Those that give something to keep him warm.
- (d) Those that help him with his cows and sheep.
- (e) Those that are kept as pets.

Make a list of the farm animals for each of the above topics.

Discuss the animals in each list, telling what they eat and what care they need.

2. Written Exercise.

Write a short composition on any two of the above topics.

LESSON 34 — COMPOSITION

Subject: *A Farm Animal I Have Seen.*

(a) Description. (b) Food. (c) Habits. (d) Use.

Write a composition, following the above topics.

LESSON 35 — PICTURE STUDY

1. Conversation.

Look at the picture on page 163.

Read the title of the picture.

What do you see in the top picture?

Where do you think the boy is driving the cows?

What does the middle picture tell you?

Tell what you see in the bottom picture.

Give a title for each of the three pictures.

2. Written Exercise.

Write the story that the picture suggests to you.

LESSON 36 — COMPOSITION

1. Development.

Subject: *Vegetables.*

(a) Kinds.

(d) Those that keep all winter.

(b) When planted.

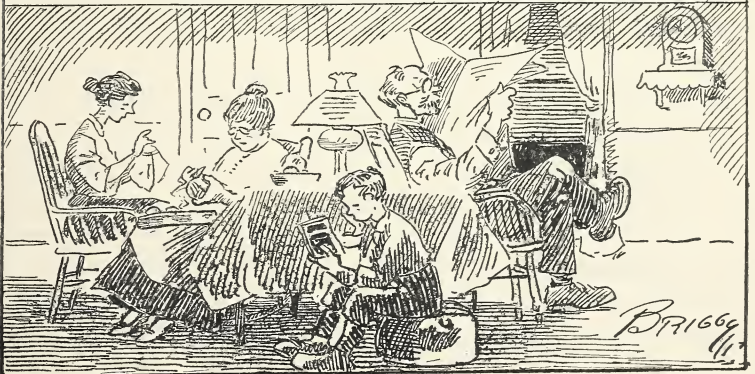
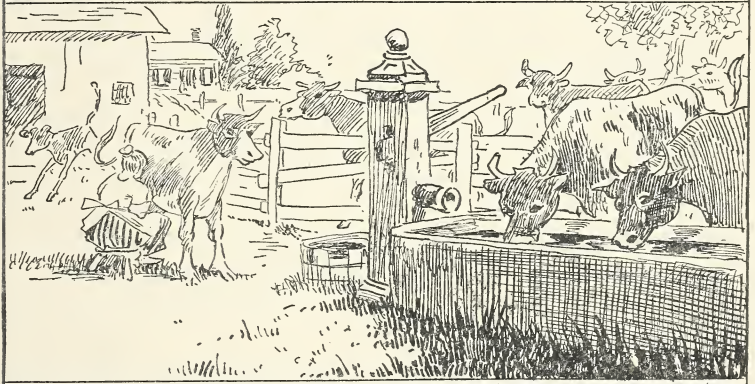
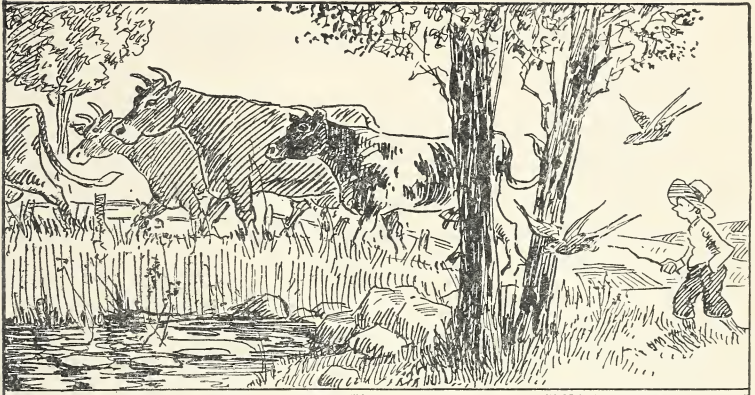
(e) Those eaten raw.

(c) How tended.

(f) Those that require cooking.

2. Written Exercise.

Write a description of one kind of vegetable.



EVENING AT THE FARM

LESSON 37 — *THERE: THEIR*

1. Development.

1. *There* is the schoolhouse.
2. When the bell rings they must study *their* lessons.
3. The children left *their* mother and went out to play.
4. The child is *there* in the yard.
5. In Holland children leave *their* shoes out-of-doors when they enter the house.

Read the first of the above sentences.

What does *there* tell?

In what other sentence is *there* used?

Read the second sentence.

What does *their* tell?

In what other sentences is *their* used?

Learn:

***There* tells where a person or thing is.**

***Their* shows to whom a person or thing belongs.**

2. Written Exercise.

Write these sentences, filling the blanks with *there* or *their*:

1. — is the boy going for the cows.
2. The cows were — at the foot of the hill.
3. The crows were flying to — homes.
4. They have pared — apples.
5. They have read — paper.
6. — is the housewife locking the door.
7. Heavy dews fall on — garden.
8. — goes the farm boy.
9. — work is on the farm.

LESSON 38 — LITERATURE

1. Reading.

SILVERCAP, KING OF THE FROST FAIRIES

Silvercap lived far away in the north among the white, fleecy clouds. He spent all his time playing with his brothers and sisters. One day his father, King Winter, sent for him to talk over plans for a trip to Earth-land.

Silvercap rushed into the palace, where he found his father sitting upon a beautiful crystal throne, with all his servants about him.

“My son,” said King Winter, “you are to be king of the Frost Fairies. I want them to go to work at once, and you may plan what you will have them do.”

After leaving his father, Silvercap spent the rest of the day in thought, but in the morning he called the Frost Fairies together and said:

“My father has made me your king. West Wind has just returned from a trip to the Earth. He says he has killed the flowers, pulled the leaves from the trees, and driven the birds away. I am sure the little Earth-children are very unhappy. Let us go down and make them happy again.”

That night the Frost Fairies flew down to Earth. They decorated the branches of the trees with lace. They covered every plant in the garden, even the weeds and grasses, with feathery blossoms. On the window panes of the rooms where the children were sleeping they built wonderful castles, high hills covered with silvery trees and rushing waterfalls, and fields with ferns and flowers and flocks of birds.

The children were delighted when they awoke, and King Winter was so pleased with the work of the Frost Fairies that he made Silvercap King of Frostland. Every winter

since then, Silvercap and his fairies come to Earth night after night to make the world beautiful for the children.

— *Alice J. Patterson.*

2. Study of Story.

What is the topic of each paragraph in the story?
Retell the story, using these topics.

3. Written Exercise.

Write a paragraph about the work of frost.

LESSON 39 — *TO : TOO : TWO*

1. Development.

There was a circus in town. For *two* weeks the boys had thought of nothing else. Robert had piled wood so that he might have money *to* go. His brother William earned money, *too*, by carrying water *to* the animals. This work was *too* heavy for his little brother Harry.

Find the words in the above paragraph that are pronounced alike, but spelled in three different ways.

Make a list of them.

Which of these words tells a number?

Which one is used between two words to join them together, or is used in telling an action?

Which means either *also* or *more than enough*?

Learn:

Two tells a number.

To joins words together, or is used in telling an action.

Too means also, or more than enough.

2. Written Exercise.

Write these sentences, filling the blanks with *to*, *two*, or *too*:

1. The girls and the boys, ——, are planning to give a party on Friday.
2. Will you go —— the library tonight?
3. It is —— cold for a sleigh ride —— Winton.
4. It is nearly —— hours since Margaret began —— practice her music lesson.
5. Early —— bed and early —— rise makes a man healthy, wealthy, and wise.

LESSON 40 — *TO: TOO: TWO (Continued)*

1. Conversation.

Read the sentences you wrote in Lesson 39 and give your reasons for filling the blanks as you did.

2. Game.

Number each row of pupils. Beginning with the first child in the first row, let each pupil give a sentence that contains a word listed below, using *to*, *too*, or *two*, and spelling the one used.

Example:

I worked two evenings — t-w-o.

evenings	clouds	play	house
farm	much	read	slow
fairies	easy	store	strong

Keep a record on the board of the number of correct sentences given by each row. Which row won?

3. Written Exercise.

Write two sentences each containing *two* and *to*.

Write two sentences each containing *to* and *too*.

Write two sentences each containing *two* and *too*.

LESSON 41 — LITERATURE

1. Reading.

THE PILGRIMS

Long ago there were some people in England who were very unhappy because the king would not allow them to worship God in their own way. Some of these people went to Holland, where they lived for several years, but when their little boys and girls began to talk Dutch instead of English they decided to go to America.

They went back to England, got permission from King James to settle in America, and then set sail in the *Mayflower*. After a rough voyage, lasting over nine weeks, they finally landed at what is now called Plymouth.

Immediately upon landing, the men and the boys began to cut down trees and clear the forests. They built a large fort in which all lived together until the houses were ready for use.

The Pilgrims, as these people were called, had a hard struggle during their first winter. It was bitterly cold, and food was so scarce that many became sick and died.

At first the Pilgrims lived in constant fear of the Indians. But in March an Indian named Squanto came to the Pilgrims and said that his people wished to be their friends. Later he brought the chief Massasoit, who made a treaty and smoked the peace pipe with them. Squanto remained with the Pilgrims and taught them the best way to fish and hunt and how to plant Indian corn.

Everything grew so well during the first summer that when autumn came the Pilgrims had plenty of food for the coming winter. They felt so grateful that they set aside a day on which to give thanks for their great harvest, and as they wished the Indians to share in their rejoicing, Squanto was sent to invite Massasoit and his braves. Everyone helped in the preparation for the feast. The men brought home deer and turkeys from the hunt, the boys brought fish and clams, and the women and girls were busy cooking.

On Thanksgiving Day the Indians came at sunrise. After breakfast the Pilgrims went to church, and when the sermon was over, all were ready for the feast. The afternoon was spent in games. The celebration, which lasted for three days, ended with a great dinner.

Since that time we have always had a Thanksgiving Day.

— *Selected.*

2. Story Telling.

What is the topic of each paragraph?

Retell the story, following these topics.

Look at the picture on page 170 and read the title.

What two words tell *where* some of the people went when they left England?

Find *their* in the first paragraph of the story. What does it mean?

3. Written Exercise.

Write a paragraph about the home life of the Pilgrims at Plymouth as suggested by the picture on the following page.



THE FIRST THANKSGIVING DAY

LESSON 42 — PICTURE STUDY

1. Conversation.

What do you see in the top picture on page 170?

What does the middle picture tell you?

Describe the clothes the men are wearing.

What does the bottom picture tell you?

Who are the guests at this Thanksgiving dinner?

Give a title to each of the three pictures.

2. Written Exercise.

Write the story suggested to you by the picture.

LESSON 43 — THE DICTIONARY (ACCENT)

1. Development.

Look at the following words:

wel'come

em'bers

po'em

con trol'

Pronounce them.

Into how many parts are these words divided?

What are the parts called?

Pronounce *welcome*. Do you notice that one syllable is said with more force than the other? This is called an **accented syllable**.

Do you see how the accented syllable is marked?

This mark (') is called the **accent mark**.

Notice where the accent mark is placed.

Find these words in your dictionary and notice how they are divided and accented:

harvest	happy
moccasin	breakfast

2. Written Exercise.

Find these words in your dictionary and copy them, dividing them into syllables and marking the accents:

restore	fable	machine
afternoon	tackle	innocent

LESSON 44 — THE DICTIONARY (DIACRITICAL MARKS)

1. Development.

What are **diacritical marks**? If you do not know, look up the word “diacritical” in your dictionary.

These marks are listed at the bottom of every page of the dictionary. Pronunciation is shown by diacritical marks and by re-spelling.

Examples: college (kŏl'ěj) foggy (fŏg'ĭ)

Find the following words in your dictionary and copy them, showing their pronunciation by the use of diacritical marks:

been	said	orange	foreign
------	------	--------	---------

2. Written Exercise.

Write six words from your reading lesson and show the pronunciation of each.

LESSON 45 — COMPOSITION

Write a story on one of these subjects, first making topics to guide you:

1. An Imaginary Trip to Grandmother's on Thanksgiving Day.
 2. How I Would Like to Spend a Thanksgiving Day.
 3. How I Spent One Thanksgiving Day.
-

LESSON 46 — REVIEW OF CHAPTER

Write these sentences, filling the blanks with *to*, *too*, or *two*:

1. I picked — flowers.
2. I listened — the song, —.
3. I took the flowers — the lady.
4. The — boys like — sing.
5. It is — cold for me to go.

Write these sentences, filling the blanks with *there* or *their*:

1. The boys went — yesterday to play — games.
2. The firemen hastened —.
3. — books were left — by mistake.
4. Are — hats safe —?

Arrange alphabetically all the different words in the story of Lesson 38 that begin with *b*.

Mark these words for accent and pronunciation:

patriot forest duty forehead

CHAPTER FOUR



LESSON 47 — LITERATURE

1. Reading.

DECEMBER

Nay, no closed doors for me,
But open doors and open hearts and glee
To welcome young and old.

Dimmest and brightest month am I;
My short days end, my lengthening days begin;
What matters more or less sun in the sky,
When all is sun within?

— *Christina G. Rossetti.*

2. Study of Poem.

Why does December want “no closed doors”?

Explain the meaning of the second line.

Does December seem to you a cheery month?

In what way is December both the “dimmest and brightest” month?

At what time in December do the “lengthening days” begin?

Explain the meaning of the last two lines.

The last two lines make an inquiry; ask the question in your own words.

Can we be cheerful and happy even when the day is gray?

Compare this poem with the following lines written by Sir Walter Scott:

Heap on more wood!— the wind is chill;
But let it whistle as it will,
We'll keep our Christmas merry still.

Memorize the poem "December."

LESSON 48 — LITERATURE

1. Reading.

THE FLAX

The flax was in full bloom. Its pretty blue blossoms were as soft as the wings of a moth. The sun shone on it, the rain watered it, and it grew prettier every day.

"People say that I am doing well and growing tall," said the flax. "A splendid piece of linen will be made from me. Oh, how happy I am! How can anyone be happier? Everything around me is so pleasant, and I shall be of some use in the world. How the sun cheers one up, and how fresh and sweet the rain tastes! I am the happiest plant in the world."

"Yes, yes, yes!" said the stakes in the hedge. "That is all very well; but you don't know the world as we do." Then they creaked mournfully:

"Snip, snap, snurre,
Bassilurre,
The song is done!"

"No, it is not done," replied the flax; "the sun shines every morning. The rain does me so much good that I can see myself grow. I can feel that I am in blossom and I am to be of some use in the world. Who is so happy as I?"

However, one day people came and pulled up the flax, root and all, and threw it into the water, as if they meant to drown it; after that they put it before the fire, as if they meant to roast it.

"One cannot always have pleasant times," sighed the flax. "It is well to suffer sometimes; one learns to know what life is."

But things got worse and worse. The flax was bruised and broken, hacked and hackled. At last it was put on the wheel. "Snurre-rur, snurre-rur!" went the wheel. The flax was so dizzy it could hardly think.

"This is not pleasant," sighed the flax; "but I have had happy times in the past. I must think of them, and be thankful for them." The flax said the same thing when it was taken to the loom.

There it was made into a large, fine piece of linen. All the flax was made into a single piece. "This is charming," it said. "I did not expect such good fortune. What nonsense the stakes used to talk when they said:

'Snip, snap, snurre,
Bassilurre,
The song is done!'

"The song is not done at all. It is just beginning. Life is pleasant, after all; I had to suffer, to be sure, but that is all past now, and I have been made into something. I am so strong, and yet so white and fine.

"This is far better than being a plant. Now I am well cared for; the maid turns me over every morning; I have a

splendid shower bath every evening; everyone says I am the finest piece of linen in the whole town. No one can be happier than I am now."

The linen was taken into the house and cut up with scissors. That was surely no pleasure at all. At last, it was made up into garments; there were just twelve of them. "Now I shall be of use in the world," it said. "How pleasant it is to be useful! There are no other pleasures like it!"

— *Hans Christian Andersen.*

2. Study of Story.

To what are the flax blossoms compared in the first paragraph?

Why was the flax so happy at first?

Read lines that show how discontented the stakes in the hedge were.

What reply did the flax make to the stakes?

What was made from the flax? How?

Read the last two lines of the story and tell why you think it is so pleasant to be useful.

Can you name some articles that are made from linen?

In the second paragraph of the story, find examples of the three kinds of sentences that you have studied.

Find an exclamation in the third paragraph of the story.

Explain the use of *are* in the last sentence.

3. Written Exercise.

Copy from the story two sentences that contain *was*.

Copy two sentences that contain *were*.

LESSON 49 — LITERATURE

1. Reading.

THE CALICO'S STORY

Once I was very tiny and all covered over with a brown coat. I had many brothers and sisters; we lived in the sunny south, and were kept huddled close together in a strong bag.

One morning I heard the master say, "Tom, you may plant the cotton seed today." Cotton seed was my name and I wondered if it were better to be planted than to be tied up in a bag. But while I was thinking, Tom picked me up with the others, and I was soon put into a little bed close to a rolling river.

Soon I began to feel larger and larger, until one day my snug coat split and I popped right out of the ground. Wasn't I happy then! I had a green body and two green leaves. I stretched my head higher and higher, and at last I had three beautiful blossoms. I think I must have been vain, for all my beautiful petals left me, to go with Mr. Wind. I mourned for them every day, but to my surprise the little bolls left by the blossoms burst and I was covered with cotton as white as snow and as soft as silk.

"Come, children," I heard Aunt Chloe call one day, "we must pick the cotton." And the children did come—a dozen woolly heads and twice that number of shining eyes. One little fellow cried out, "Oh, did you ever see nicer cotton?" And in an instant all my white was held in his little black fingers. Next I was riding in a basket on top of Tom's head; then in a cart on my way to the "gin." I was sorry as I left the fields and said, "Good-bye, old body and leaves. Good-bye, dear river."

When I got to the "gin," a machine took from my downy

grasp many little fellows dressed in brown coats. They looked just as I did before I went to sleep in Mother Earth.

My next trip was in a bale. I was loaded on a big ship which sailed on a great sea. By and by the ship stopped. I was carried to a large house where I heard "buzz, buzz, buzz." So many strange things happened to me that I wondered what would be the end of it all. I was cleansed and twisted and spun and woven and bleached and at last found that I had become white cloth.

My next journey was through a printing machine. At first I was white, but this machine sent me under a roller that left little bunches of red cherries all over me. Then I went under another roller that put green stems on the cherries and left green leaves close to the stems. A third roller left brown twigs, on which all the stems and leaves were to hang. Prettier bunches of fruit you never saw.

One day a little country girl came into the store with a basket of eggs. She wanted to look at me, and just think! she gave the shopkeeper all of her eggs for eight yards of me. Then I was made into a dress with pretty ruffles at the neck and sleeves, and I gave much joy to the little girl, who always liked to wear dainty things.

— *Selected.*

2. Study of Story.

What is the topic of each paragraph?

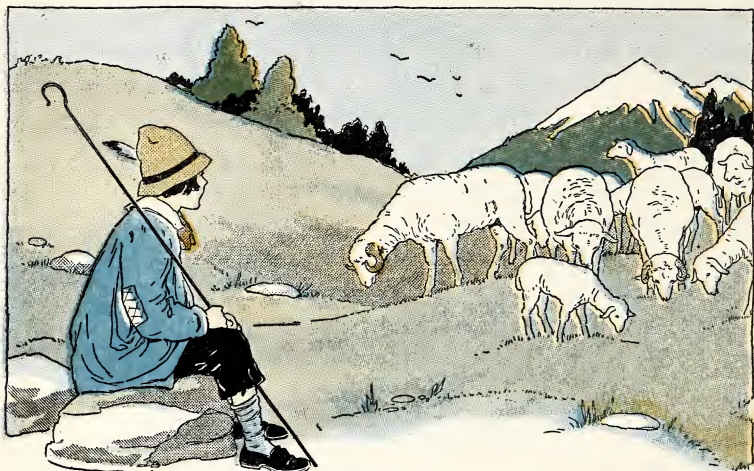
Retell the story, using these topics.

Compare the uses of cotton with the uses of linen.

Find in the story two examples of the hyphen used at the end of a line to separate a word into syllables.

3. Written Exercise.

Write a paragraph on the uses of cotton.



THE SHEPHERD BOY

LESSON 50 — COMPOSITION

1. Conversation.

Subject: *Sheep*.

(a) Description.

(c) Food.

(b) Characteristics.

(d) Uses.

2. Written Exercise.

Select two of the above topics and write a paragraph about each; or write the story suggested to you by the picture.

Be careful to indent the first line of each of your paragraphs.

LESSON 51 — COMPOSITION

1. Conversation.

Subject: *Wool*.

- (a) Shearing the sheep.
- (b) Sorting wool; combing, spinning, and weaving it.
- (c) Comparison of cotton, linen, and woolen cloth.
- (d) Season in which we wear cotton most; reasons.
- (e) Season in which we wear woolen most; reasons.
- (f) The various uses made of wool.

2. Written Exercise.

Write a paragraph telling what you know about any one of the above topics.

LESSON 52 — THE DICTIONARY (MEANING OF WORDS)

1. Conversation.

We have found that the dictionary tells three things about words: (a) spelling, (b) division into syllables, (c) pronunciation.

The dictionary also tells the meaning of words.

Find "wagon" in your dictionary; read the meaning.

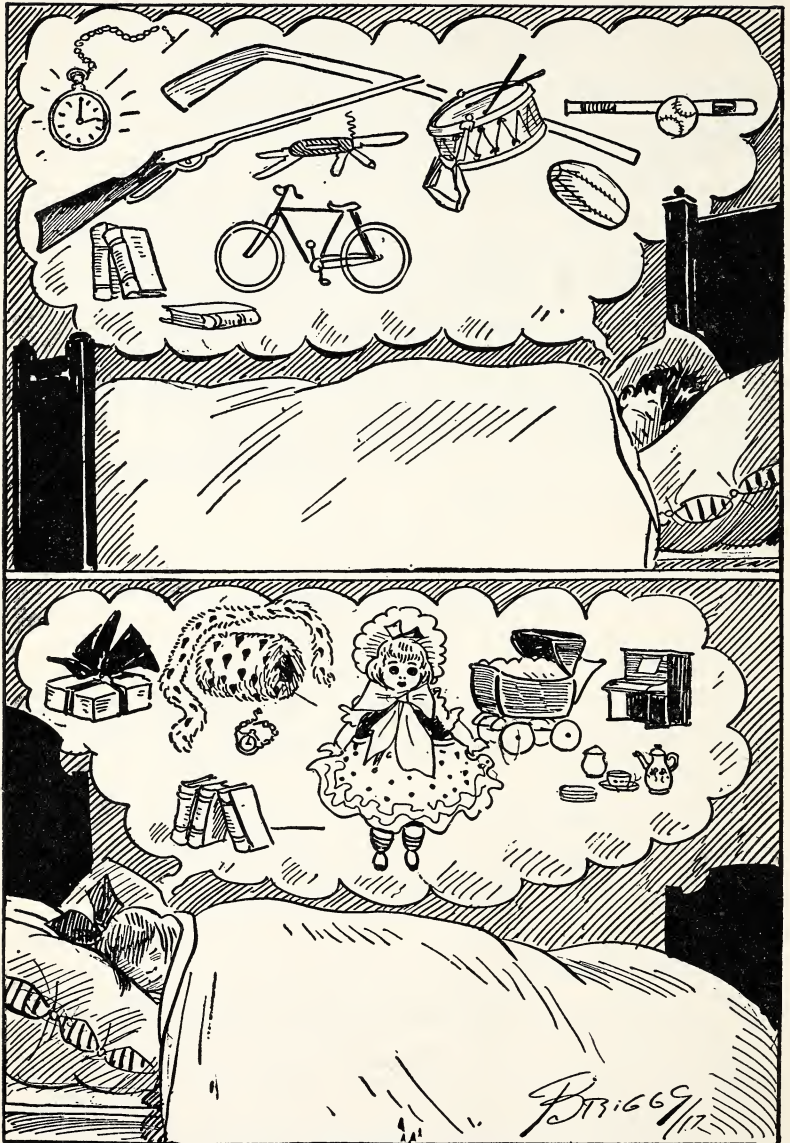
Find "ferry." How many meanings has it?

2. Written Exercise.

Write five words taken from your reading lesson.

Find these words in your dictionary.

Divide each into syllables, mark the accent and pronunciation, and write the first meaning.



CHRISTMAS DREAMS

LESSON 53 — PICTURE STUDY

Look at the picture on page 182. Read the title.
Of what things is the boy dreaming?

What things does the girl see in her dreams?

Which of the things in the children's dreams would
you like to have for Christmas gifts?

Tell of any Christmas dreams you have had.

LESSON 54 — LITERATURE

1. Reading.

THE BIRDS' CHRISTMAS

In the far-off land of Norway
Where the winter lingers late,
And long for the singing-birds and flowers
The little children wait;

When at last the summer ripens
And the harvest is gathered in,
And food for the drear, drear days to come
The toiling people win;

Through all the land the children
In golden fields remain
Till their busy little hands have gleaned
A generous sheaf of grain.

All the stalks by the reapers forgot
They glean to the very least,
To save till the cold December,
For the sparrows' Christmas feast.

And then through the frost-locked country
There happens a wonderful thing;
The sparrows flock north, south, east, and west,
For the children's offering.

Of a sudden, the day before Christmas,
The twittering crowds arrive,
And the bitter winter air at once
With their chirping is all alive.

They perch upon roof and gable,
On porch and fence and tree;
They flutter about the windows
And peer in curiously.

And meet the eyes of the children,
Who eagerly look out;
With cheeks that bloom like roses red,
And greet them with welcoming shout.

On the joyous Christmas morning,
In front of every door
A tall pole, crowned with clustering grain,
Is set the birds before.

When this pretty story was told to me
By one who had helped to rear
The rustling grain for the merry birds
In Norway, many a year,

I thought that our little children
Would like to hear it, too,
It seems to me so beautiful,
So blessed a thing to do;

To make God's innocent creatures see
In every child a friend,
And on our faithful kindness
So fearlessly depend.

— *Celia Thaxter.*

2. Study of Poem.

Do you know where Norway is?

What custom of the children of Norway is mentioned in the poem?

What does the poet say happens in Norway each Christmas morning?

Which do you think are the happier, the children or the birds?

What is a "frost-locked" country?

What does the poet say is set before the birds on Christmas morning?

3. Written Exercise.

Copy and memorize the last six lines of the poem.

LESSON 55 — POSSESSION: THE APOSTROPHE

1. Development.

1. The birds are called *God's* innocent creatures.
2. "The *Birds'* Christmas" is the title of a poem.
3. The *children's* busy little hands gather the grain.

How many times do you find this mark (') in the above sentences? It is called an **apostrophe**.

With what words is it used here? These words are called **possessives**. Possessives show to whom or to what something belongs.

Which possessive is *singular*? What is used after the apostrophe?

In sentence 2, *birds* is a plural word that ends in *s*. What is added to show possession?

In sentence 3, *children* is a plural word that does not end in *s*. What is added to show possession?

Learn:

The apostrophe and *s* (*'s*) are added to singular words to show possession.

The apostrophe alone is added to plural words that end in *s*, to show possession.

The apostrophe and *s* (*'s*) are added to plural words that do not end in *s*, to show possession.

Give sentences using the possessive singular and the possessive plural.

2. Written Exercise.

Use the following words in sentences:

girl's	horse's	man's
girls'	horses'	men's

LESSON 56 — POSSESSION (*Continued*)**1. Guessing Game.**

James may go into the cloakroom, count twenty slowly, and return to the room. Henry may give him something that belongs to someone else. James will guess to whom it belongs, using the possessive.

Example:

HENRY: Here is a book. Guess to whom it belongs.

JAMES: Is it Margaret's book?

HENRY: It is not Margaret's book.

JAMES: Is it Charles's book?

HENRY: It is Charles's book.

2. Written Exercise.

Write a game similar to the above, giving five guesses.

LESSON 57 — CAPITALS FOR THE DEITY AND PLACES

1. Development.

Select the words in "The Birds' Christmas" that begin with capitals. Explain the use of these capitals.

For what words can you give no rule?

Learn:

Every name for God should begin with a capital letter.

Names of places should begin with capital letters.

2. Written Exercise.

Write two sentences containing the name of God.

Write the names of places mentioned in Lesson 41.

LESSON 58 — LITERATURE

1. Reading.

CHRISTMAS IN OTHER LANDS

In Norway, Sweden, and Denmark the tree is lighted on Christmas eve and is usually left standing until New Year's. Instead of Santa Claus they have a Christmas brownie who in Denmark is called "Missou." He is a little old man with a gray beard and is supposed to live under the ground. Sheaves of grain are placed outside the windows or on poles and trees, so that the birds may enjoy a good Christmas dinner. The horses, cows, cats, and dogs also have extra portions for their Christmas feast.

The little German children believe that the Christ Child brings them their presents and that their godfathers are his helpers. Just before Christmas, Rupert, who helps Santa Claus, comes. He is oddly dressed and carries a bunch of twigs. He comes to each house inquiring whether the children "have been good" and have said their prayers. If the answer is "yes," their chances for presents are good; if not, a stick from the bunch of twigs is supposed to be used as a penalty. At Christmas every child has a spice cake of his own, made in some fancy shape, such as a pig, a horse, or a star. In Germany the tree is left standing till after New Year's.

In Holland St. Nicholas comes on December 6th, nearly three weeks before Christmas. He travels with a white horse. The children, after cleaning their wooden shoes, fill them with hay and oats, and place them on the hearth. In the morning the hay and oats are gone, but in their place are found toys and sweetmeats for the good children and rods for the bad ones.

The Belgian children put carrots into their shoes. When St. Nicholas's horse smells the carrots he will ride into the house, and St. Nicholas will be good to anyone who has remembered his horse.

Mother Goose brings presents for the children in Italy and Russia. The Italian children call her "Befano," while in Russia she is known as "Babonskha." In these countries presents are given at Epiphany, which comes twelve days after Christmas, on the 6th of January.

French children receive more presents on New Year's than on Christmas. They call their Santa Claus "Father Christmas," and leave their shoes in a corner of a room for him to fill. Rupert, with his bundle of switches for naughty children, goes with Father Christmas.

In Austria lighted candles are placed in the windows, so that the Christ Child, in passing, shall not stumble. Christmas Day is celebrated with a big feast.

The little Swiss children put their shoes outside the door on the two Saturdays that precede Christmas. In the morning they find them filled with candy and nuts. On Christmas eve the children are sent to bed early. When they awake on Christmas morning, they find a Christmas tree very much like the tree American children see.

— *Selected.*

2. Study of Story.

After reading the story, tell how Christmas is celebrated in one of the countries mentioned.

3. Written Exercise.

Write lists of names of persons, places, and holidays mentioned in the story.

LESSON 59 — COMPOSITION

1. Conversation.

Subject: *Our Christmas.*

- (a) When and why we observe it.
- (b) How we observe it.
- (c) Comparison with Christmas in other countries.

2. Written Exercise.

Write a paragraph telling how we celebrate Christmas.

LESSON 60 — REVIEW OF CHAPTER

Arrange in alphabetical order all the words in the third stanza of the poem of Lesson 54.

Write from memory the lines learned in Lesson 54.

Write from dictation:

In Norway, Sweden, and Denmark the Christmas tree is usually left standing until New Year's Day.

Write sentences containing the following words:

boy's	lady's	ox's
boys'	ladies'	oxen's

Divide each of the following words into syllables, mark the accent and pronunciation, and give the first meaning your dictionary mentions:

penalty presents wooden naughty

Explain the use of capital letters in the fourth paragraph on page 189.

CHAPTER FIVE



LESSON 61 — LITERATURE

1. Reading.

MR. DREAM-MAKER

Come, Mr. Dream-Maker, sell me tonight
The loveliest dream in your shop;
My dear little lassie is weary of light,
Her lids are beginning to drop.

She's good when she's gay, but she's tired of play,
And the teardrops will naughtily creep.
So Mr. Dream-Maker, hasten, I pray;
My little girl's going to sleep.

— *Samuel Minturn Peck.*

2. Study of Poem.

Who do you think is talking to Mr. Dream-Maker?
For whom does the speaker want "The loveliest
dream in your shop"?

Read the third line, using another word in place
of "lassie."

Explain the meaning of the expressions "weary
of light" and "I pray."

Memorize the poem.

LESSON 62 — THE DICTIONARY (ILLUSTRATIONS)

1. Development.

Who will take the large dictionary and find "vehicle," while the others use their small dictionaries?

What meaning is given for "vehicle"?

Find the word "bicycle." Do you find a picture of it?

Find the word "wagonette." Is there a picture of it?

Sometimes the pictures are placed in the back of the dictionary, under headings, and arranged alphabetically. They are then called "Pictorial Illustrations." Do you find them in your dictionary? If not, look at the large dictionary. What pictures do you find under "vehicles"?

2. Written Exercise.

Make a list of ten of the pictures of vehicles you saw in the "Pictorial Illustrations."

LESSON 63 — ABBREVIATIONS FOR DAYS OF WEEK

1. Development.

Write from dictation:

Sunday.....Sun.	Wednesday.....Wed.
Monday.....Mon.	Thursday.....Thurs.
Tuesday.....Tues.	Friday.....Fri.
Saturday.....Sat.	

What kind of letter is used to begin the name of each day and its abbreviation?

Learn the abbreviation for each day of the week.

2. Written Exercise.

Write the name of each day of the week and its abbreviation in your notebook.

Use in sentences the names of all days of the week.

LESSON 64 — MAKING A CALENDAR

1. Questions and Drill.

What is the name of the present month?

How many days are there in it?

How many days were there in last month?

How many days are there in next month?

On what day of the week did the present month begin?

2. Written Exercise.

Write the names of the months in a column.

Write their abbreviations in a column to the right.

Write the names and the abbreviations of the days of the week.

Draw a calendar for this month.

LESSON 65 — WRITING DATES

1. Conversation.

Write the names of the months and their abbreviations.

Write the date for today, giving the month, the day of the month, and the year.

How have you punctuated it?

Write the following dates:

1. The twelfth of October in the year nineteen hundred ten.
2. The eighth of January eighteen hundred fifteen.

2. Written Exercise.

Write ten dates similar to those of 1 and 2.

LESSON 66 — KEEPING A DIARY

1. Development.

Do you know what a *diary* is? It is a written account of what one has done or seen from day to day.

Here are extracts from the diary of a boy who went to visit his grandmother for the Christmas holidays.

Notice that some dates are omitted. What do you think the boy did on those days?

Dec. 22, 1922

Mother and I have just finished packing my suitcase. Tomorrow at this time I shall be taking my first trip alone.

Dec. 23, 1922

Here I am on the train speeding toward Grandmother Gray's. In one hour I shall reach the station. I do hope someone will meet me.

Dec. 24, 1922

Uncle John and my cousins met me at the station yesterday. Away we flew over the road and through the woods to grandmother's.

What fun we had last evening, cracking nuts, stringing popcorn, and decorating our Christmas tree. Tonight we shall light the tree and tomorrow open all our packages.

Dec. 26, 1922

Christmas is past and in two days I shall be going home.

Dec. 29, 1922

I came home yesterday. Mother, Father, Henry, and Mary were so glad to see me, and I was glad to see them. Home is best after all.

2. Written Exercise.

Write paragraphs for the omitted dates.

Keep a diary for a week and then read it to the class.

LESSON 67 — COMPOSITION

1. Conversation.

Subject: *Shelter*.

1. Kinds.

- (a) Trees.
- (b) Caves.
- (c) Huts.
- (d) Wigwams.
- (e) Tents.
- (f) Houses.

2. Materials used.

- (a) Earth.
- (b) Skins and cloth.
- (c) Stone.
- (d) Wood.
- (e) Brick.
- (f) Cement.

How many of these kinds of shelter have you seen?

Where have you seen them?

Of what are they made?

Tell all you know about each kind.

Which kind do you live in?

Describe your house, using these topics:

- (a) Location. (c) Of what it is made.
(b) General appearance. (d) Surroundings.

2. Written Exercise.

Write a paragraph describing your own house.



AN INDIAN CAMP

LESSON 68 — PICTURE STUDY

1. Conversation.

Describe the Indian camp shown in the picture.

2. Written Exercise.

Write a description of the Indian camp.

LESSON 69 — LITERATURE

1. Reading.

LETTERS SHOWING LEE'S LOVE FOR CHILDREN

General Lee wrote, in a letter to his wife, this description of a children's party he attended:

I saw a number of little girls all dressed up in their white frocks and pantalets, their hair plaited and tied up with ribbons, running and chasing each other in all directions. I counted twenty-three nearly the same size. As I drew up my horse to admire the spectacle, a man appeared at the door with the twenty-fourth in his arms.

"My friend," said I, "are all these your children?"

"Yes," he said, "and there are nine more in the house, and this is the youngest!"

Upon further inquiry, however, I found that they were only temporarily his and that they were invited to a party at his house. He said he had been admiring them before I came up, and just wished he had a million dollars, and that they were all his in reality. It was the prettiest sight I have seen in the West and, perhaps, in my life.

The following letter was written from General Lee's headquarters, January, 1865.

Yesterday afternoon three little girls walked into my room, each with a small basket. The eldest carried some fresh eggs, laid by her own hens; the second, some pickles made by her mother; the third, some popcorn grown in her garden. They were accompanied by a young maid with a block of soap made by her mother. The eldest of the girls, whose age did not exceed eight years, had a small wheel on which she spun for her mother, who wove all the cloth for her two brothers—boys of twelve and fourteen

years. I have not had so pleasant a visit for a long time. I fortunately was able to fill their baskets with apples, and I begged them to bring me nothing but kisses and to keep the eggs, corn, etc., for themselves.

2. Study of Letters.

In the first letter, what kind of party did General Lee attend? How many children were there?

Why did the man wish he had a million dollars?

In the second letter, what did each of the little girls bring General Lee?

What did Lee tell them?

Did he enjoy this visit?

3. Written Exercise.

Look at the letters and then fill these blanks with words that answer the question *where*.

1. A man appeared — — —.
2. He said there were nine more — — —.
3. The popcorn was grown — — —.
4. I put apples — — —.

LESSON 70—COMPOSITION

1. Conversation.

Tell in your own words one of the stories of Lesson 69; or tell any other story about General Lee that you know.

2. Written Exercise.

Write in your own words one of the stories told by General Lee.

LESSON 71 — COMPOSITION

1. Conversation.

Subject: *The Carpenter.*

(a) What he does. (b) Where he works. (c) His tools.

2. Written Exercise.

Write a paragraph on one of these subjects:

1. The Carpenter.
2. Something I Would Like to Make.

LESSON 72 — *HAS: HAVE***1. Development.**

1. The dog *has* a small head.
2. Dogs *have* small heads.

Which sentence speaks of only one dog?

Which speaks of more than one dog?

Do we use *have* or *has* when we speak of one person or thing?

Which do we use when we speak of more than one?

Learn:

We use *has* with singular words.

We use *have* with plural words.

2. Written Exercise.

Write these sentences, filling the blanks with *has* or *have*:

1. December — thirty-one days.
2. The boys — warm mittens.
3. He — a pony and a cart.

LESSON 73 — COMPOSITION

1. Conversation.

Subject: *Walks.*

Describe a walk that you greatly enjoy.

2. Written Exercise.

Write a paragraph describing the walk that you like best.

LESSON 74 — PICTURE STUDY

1. Conversation.

Study the picture on page 201. Read the title.

How many children do you see?

Who do you think is with them?

What is the little boy in the right-hand corner of the picture doing?

How many animals do you see? What else do you see?

Do you think the children are enjoying their walk? Tell why you think so.

2. Written Exercise.

Write the story suggested to you by the picture, following these topics.

(a) What time of year it was.

(c) Where they went.

(b) Who went on the walk.

(d) What they saw.



A SATURDAY AFTERNOON WALK

LESSON 75 — SOME COMMON ABBREVIATIONS

1. Dictation.

Be prepared to write the following from dictation and to explain the use of capitals and periods:

President...Pres.	Street.....St.
General.....Gen.	Avenue.....Ave.
Number....No.	Post Office.....P. O.
County.....Co.	Rural Free Delivery..R. F. D.

2. Written Exercise.

Write the following, abbreviating where possible:

Mister John Henry Miller lives in Bennett, Wisconsin, Douglas County, Rural Free Delivery, Number 37.

LESSON 76 — ABBREVIATIONS OF NAMES OF PLACES

1. Development.

In or near what city or town do you live? On what street, avenue, or road?

In what state do you live? In what county?

What is the capital of your state? Of the United States?

Write these names on the board or on paper.

Which of these names can be abbreviated?

Write these abbreviations on the board.

2. Written Exercise.

Copy and learn these abbreviations and names.

LESSON 77 — HALF-YEARLY SUMMARY

1. **A capital letter is used to begin:**
 - (a) every name of a place (p.187). (b) every name for God (p.187).
2. **A comma is used to separate words in a series unless all are joined by connecting words (p.152).**
3. **A hyphen is used:**
 - (a) to separate syllables (p.148).
 - (b) to divide a word at the end of a line (p.148).
4. **The apostrophe is used to show possession:**
 - (a) The apostrophe and s ('s) are added to singular words to show possession (p.186).
 - (b) The apostrophe alone is added to plural words that end in s, to show possession (p.186).
 - (c) The apostrophe and s ('s) are added to plural words that do not end in s, to show possession (p.186).
5. **Language facts:**
 - (a) The use of dictionary: alphabetical arrangement (pp.140, 141); index words (p.156); accent (p.171); diacritical marks (p.172); meaning of words (p.181); illustrations (p.192).
 - (b) Place the title of a composition in the center of the first line of the first page. Leave a space of at least one line between the title and the first line of the composition (p.142).
 - (c) A paragraph is a part of a story or composition that tells about some particular topic (p.143).
The first line of each paragraph is indented (p.143).
 - (d) Three or more words of the same kind, used in the same way, make a *series of words* (p.152).
 - (e) *And* and *or* are called connecting words (p.152).
6. **Correct use of words:**
 - (a) *There* tells where a person or thing is; *their* shows to whom a person or thing belongs (p.164).
 - (b) *Two* tells a number; *to* joins words together, or is used in telling an action; *too* means *also*, or *more than enough* (p.166).
 - (c) Use *has* with singular words; *have* with plural words (p.199).

CHAPTER SIX



LESSON 78 — LITERATURE

1. Reading.

A SONG

I sing to the water,
Blue and white and gray,
And to the shining of the rain
That the sun called away;

And then to the dewdrops
Upon the first wild rose,
And sometimes in my mother's eyes,
When she has held me close.

— *Stark Young.*

2. Study of Poem.

How does the rain “shine”?

How did the sun “call away” the rain?

Have you ever seen a flower with dew glistening on it?

What has the child seen shining in his mother's eyes?

Memorize the poem.

LESSON 79 — COMPOSITION

1. Reading.

ST. VALENTINE

St. Valentine was a good priest who lived in Rome a great many years ago. His whole life was given to making other people happy. It was his custom to go from house to house feeding the poor, cheering the sad, and comforting the sick. He was especially fond of children, who gathered about him wherever he went.

A pretty legend tells us that when he became too old and feeble to make his visits he was very unhappy until he thought of writing letters. After that, whenever he heard of anyone who was ill or in need or in sorrow, he would send a letter full of love and cheer.

People began to look forward to these letters and they thought so much of them that after the good priest's death his friends said, "Let us honor St. Valentine by sending letters on his birthday to those we love." These letters are called *Valentines*.

— *Selected.*

2. Study of Story.

Give topics for the above paragraphs.

Retell the story, following the topics you gave.

Why is the apostrophe used in the word *priest's*?

Explain the use of capitals in the first paragraph.

St. is the abbreviation for *Saint*.

St. is the abbreviation for what other word?

3. Written Exercise.

Write in your own words the story of St. Valentine, following the topics you selected.

LESSON 80 — LETTER WRITING: THE HEADING:
THE SALUTATION: THE COLON

1. Development.

1890 Washington Ave.
Columbia, S. C.
Feb. 15, 1922

My dear Helen:

Yesterday was St. Valentine's Day, and I must tell you about my surprise. When the postman came, he brought me four lovely valentines, and one of them was from you.

Mother told me the story of St. Valentine and how he wrote letters to those who were sick. Then she said, "I think that your little friends know the story. That is the reason they sent you these valentines."

I hope to be well soon, and next year I, too, will send valentines to the sick. Please come to see me soon.

Your friend,
Mary Fuller

What part of the letter tells you from what place and at what time the letter was written? This part of the letter is called the **heading**.

What punctuation marks are used in the heading?

Notice that a comma is used to separate the name of the city from the name of the state.

To whom was the letter written?

The part that tells this is called the **salutation**.

Where is it placed with reference to the heading?

What words in the salutation begin with capitals?

Notice the mark (:), called a **colon**, placed after *Helen*.

2. Written Exercise.

Write the headings and the salutations for two letters.

LESSON 81 — LETTER WRITING (*Continued*):

THE COMPLIMENTARY CLOSE: THE SIGNATURE

1. Development.

Read the letter in Lesson 80.

With what word does the body of the letter begin?

Where is it placed with reference to *Helen*?

How does Mary close her letter, just before she signs her name? This part of the letter is called the **complimentary close** or the **ending**.

What word in the ending begins with a capital letter?

What mark is placed after the word *friend*?

Here are some other forms of endings:

Yours truly,

Yours sincerely,

Yours very truly,

Yours respectfully,

Who wrote the letter in Lesson 80?

The part of a letter that names the writer is called the **signature**. Where is the signature placed?

2. Written Exercise.

Copy the heading, salutation, complimentary close, and signature of the letter in Lesson 80. Leave six lines for the letter itself.

Write the heading, salutation, complimentary close, and signature for another letter, leaving four lines for the letter itself.

LESSON 82 — LITERATURE

1. Reading.

THE BOYHOOD OF WASHINGTON

If you were to go to Bridges Creek, Virginia, you would find a stone that marks the place where George Washington was born. The house that stood on this spot was a very small, one-story building, with few windows. It burned down when Washington was three years old, and the family then moved to a plantation near Fredericksburg.

The young boy had few school advantages there, and at the age of eleven, upon the death of his father, he was sent back to Bridges Creek to attend school.

He was very fond of outdoor life and spent much of his time in the open air. This helped him to endure hardships later on. He was also very fond of all kinds of sports and was never satisfied until he had excelled in every one.

After leaving school George went to live with his brother Lawrence, at Mt. Vernon, Virginia. When he was fourteen years old his brother wished him to become a midshipman on one of the British vessels. George decided to go, but when he found his mother did not want him to become a seaman, he changed his mind and allowed another boy to go in his place.

George learned surveying, and after he left school he spent a number of years surveying land in the country about his home. During this time he wrote some interesting accounts of his experiences as a surveyor.

— *Selected.*

2. Study of Story.

Retell the story of George Washington's boyhood. Tell anything else you know about Washington.

Why do the words *Virginia*, *Fredericksburg*, and *Mt. Vernon* begin with capital letters?

3. Written Exercise.

Write a paragraph that tells what you like best about George Washington.

LESSON 83 — PICTURE STUDY

1. Reading.

WASHINGTON CAPTURES THE ENEMY

One Christmas night, during the Revolutionary War, it is said that Washington and his forces were on one side of the Delaware River, while Cornwallis and the British forces were on the other side.

Cornwallis wanted to cross the river, but when he found that Washington had taken all the boats, he left his men encamped and went to New York to spend Christmas. As soon as he was gone the British soldiers began celebrating the festival and forgot to keep watch.

Washington learned of this, and so he and his troops crossed the Delaware and captured the enemy.

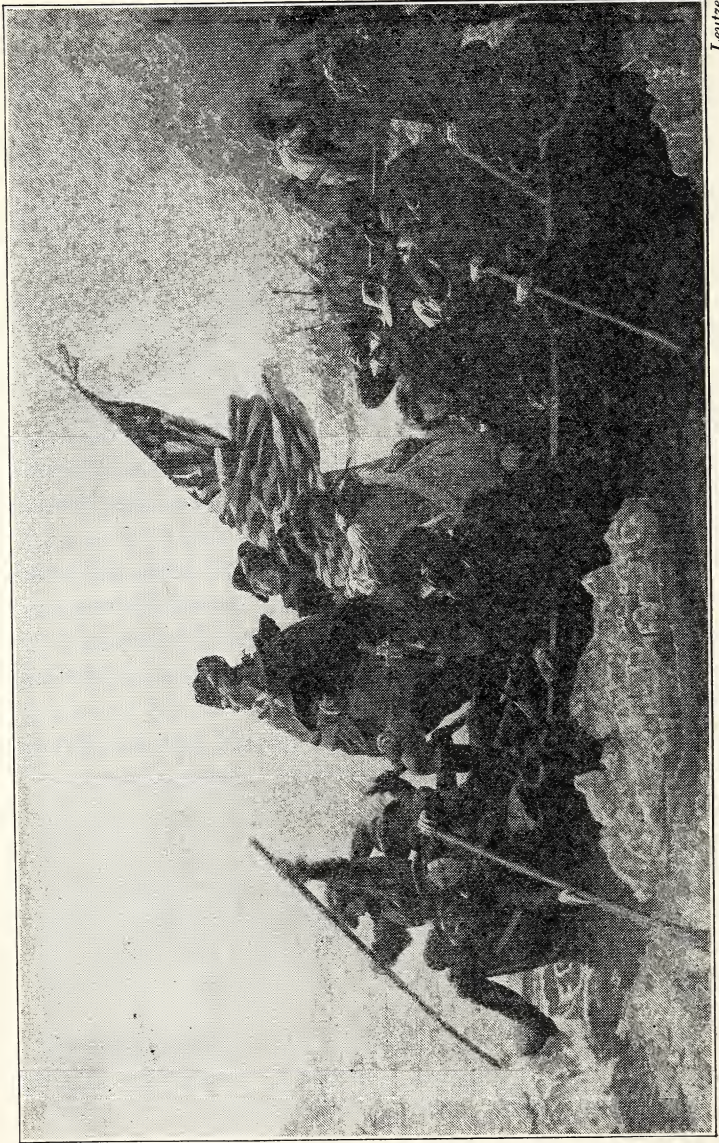
— *Selected.*

Retell the above story.

Tell what you see in the picture on page 210, in the light of the incidents related in the above story.

2. Written Exercise.

Imagine you were a soldier on one of the boats that you see in the picture. Write a paragraph telling of your experience in crossing the river.



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WASHINGTON CROSSING THE DELAWARE

LESSON 84 — LITERATURE

1. Reading.

OUR FLAG

During the Revolutionary War, the colonists wanted a flag of their own — different from any other flag.

A committee was appointed to decide upon a national flag. The committee consisted of George Washington, Colonel Ross, and Robert Morris.

They decided upon red, white, and blue for the colors. Red is the symbol of courage; white is the symbol of truth and peace; blue is the symbol of loyalty and justice. The committee decided upon thirteen stripes, the original number of states. The rest of the flag was very hard to decide upon. At last John Adams suggested that there be thirteen stars in the blue ground, one star for each state. The stars were set in a circle, to show that they were without end. The design was drawn by George Washington.

The first American flag was made by Mrs. Elizabeth Ross, of Philadelphia. She suggested that the stars should be given five points each instead of six. The flag was finished June 14, 1777, and adopted by Congress the same day.

After the war new states were admitted into the Union, and for each state a new star and a new stripe were added. It was found that this plan would make the flag grow too large. So Congress decided that the flag should have thirteen stripes for the thirteen original states and that a new star should be added for each new state. We now have forty-eight stars.

— *Selected.*

2. Written Exercise.

Write a paragraph telling why we have thirteen stripes and forty-eight stars in our flag.

Copy the following flag salute in your notebook and memorize it:

I pledge allegiance to my flag, and to the republic for which it stands, one nation, indivisible, with liberty and justice for all.

LESSON 85 — LITERATURE

1. Reading.

TRUE CITIZENS

God hath made of one blood all nations of men, and we are His children, brothers and sisters all. We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people. We wish, therefore, to be true citizens of our great country, and will show our love for her by our works.

Our country asks us to live for her good; so to live and so to act that her government may be pure, her officers honest, and that every corner of her territory shall be a place fit to grow the best men and women to rule over her.

— *Mary McDowell.*

2. Conversation.

For what does our flag stand?

How are we to show our love for our country?

What does our country ask us to do?

In the second line why does *His* begin with a capital letter?

Why does *United States* begin with capitals?

Memorize the first paragraph of the selection.

LESSON 86 — LITERATURE

1. Reading.

JOEL CHANDLER HARRIS

Joel Chandler Harris wrote his tales of 'Brer Rabbit and 'Brer Fox, because he loved the children he wrote them for. His home at Atlanta, Georgia, was made into a playground for children, after his death, when it was bought by the Uncle Remus Memorial Association. He had named his house "The Wren's Nest," because a wren had built her nest on the gate post as soon as it was set up, and the author of Uncle Remus would not allow the nest to be disturbed.

The inscription on Harris's tomb is a sentence he wrote when he saw the pictures which the artist Frost had made for one of the Uncle Remus books. This sentence is:

"I seem to see before me the smiling faces of thousands of children—some young and fresh and some wearing the friendly marks of age, but all children at heart—and not an unfriendly face among them. And while I am trying hard to speak the right word, I seem to hear a voice lifted above the rest, saying, 'You have made some of us happy.' And so I feel my heart fluttering and my lips trembling, and I have to bow silently, and turn away and hurry into the obscurity that fits me best."

The last part of this sentence shows what a wonderfully modest man Joel Chandler Harris was. He would never believe that he had done anything unusual in creating Uncle Remus and in telling his delightful animal stories. "It was just an accident," he said. "All I did was to write out and put into print the stories I had heard all my life." Of course he had heard the tales on the Southern plantation where he lived for a part of his boyhood, but the kindly

old darkey who tells the stories and the inquisitive little boy who listens to them and begs for more grew out of Harris's brain and heart. He filled five books with Uncle Remus stories, and he composed several novels. All the time he was writing these books he continued to edit one of the best newspapers in the South, the *Atlanta Constitution*.

Some of his stories are: "Why Mr. Possum Loves Peace," "How Brer Rabbit Frightened His Neighbors," and "Brer Rabbit's Astonishing Adventure."

This much-loved author was born in Putnam County, Georgia, in 1848, and died in Atlanta on July 3, 1908.

2. Study of Story.

Retell what you have learned about this author.

3. Written Exercise.

Why I like Joel Chandler Harris.

LESSON 87—QUOTATION MARKS WITH TITLES

1. Development.

- Write the names of stories mentioned in Lesson 86.
- Give the rule for the use of capital letters in titles.
- Notice the marks placed before and after each title.
- These marks ("") are called **quotation marks**.

Learn:

When the title of a picture, a poem, a story, or a book is written as part of a sentence, it is enclosed in quotation marks.

2. Written Exercise.

Copy six titles found in this book, and use them in sentences.

LESSON 88 — LITERATURE

1. Reading.

THE CHILDREN'S HOUR

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;
If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
 Their arms about me entwine,
 Till I think of the Bishop of Bingen
 In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,
 Because you have scaled the wall,
 Such an old moustache as I am
 Is not a match for you all!

I have you fast in my fortress,
 And will not let you depart,
 But put you down into the dungeon
 In the round-tower of my heart.

And there will I keep you forever,
 Yes, forever and a day,
 Till the walls shall crumble to ruin,
 And moulder in dust away!

— *Henry Wadsworth Longfellow.*

2. Study of Poem.

What is the time "Between the dark and the daylight" usually called?

In the first stanza notice that *lower* rhymes with *hour*. Look at the word in your dictionary.

What do you suppose Longfellow had been doing in his study before the children came down to him?

What reasons can you give for the "pause in the day's occupations"?

Who were the children whom the poet saw "Descending the broad hall stair" to enter his "castle"?

What does he call the children in the eighth stanza?

What wall did they scale in order to reach him?

The *Bishop of Bingen*, according to a legend, was eaten by mice in the Mouse-Tower on the Rhine.

Find *there* and *their* in the poem. Tell the meaning of each.

3. Written Exercise.

Write a paragraph about "The Children's Hour."

LESSON 89 — ADDRESSING ENVELOPES

1. Development.

Stamp
<p><i>Miss Grace Ferris</i> <i>163 Wallace Ave.</i> <i>Jackson</i> <i>Miss.</i></p>

Examine the above address carefully.

Tell what is on each line of the address.

Some writers place a punctuation mark at the end of each line, but this is not necessary unless the line ends with an abbreviation.

Draw an envelope on the board, write the address, and mark the place for the stamp.

Rewrite the address, correcting all mistakes your teacher has marked.

2. Written Exercise.

Draw six envelopes and address them to:

Your father A girl friend A doctor

Your teacher A boy friend The school superintendent

LESSON 90 — ADDRESSING ENVELOPES (*Continued*)

Correct the written exercise of Lesson 89.

Bring six old addressed envelopes from home.

Compare them with the form given in Lesson 89.

Mark any errors you find in them.

Cut six pieces of paper the size of the old envelopes.

Rewrite the addresses, correcting where necessary.

LESSON 91 — COMPOSITION**1. Conversation.**

Subject: *Postage Stamps*.

Make and mount a collection of used stamps.

When do we use one cent stamps? Two cent stamps?

Special delivery stamps?

What other kinds of stamps do you know?

When do we use postal cards?

At what office are stamps and postal cards sold?

If you have any foreign stamps, mount one of each kind.

2. Written Exercise.

Write what you know about some of your stamps.

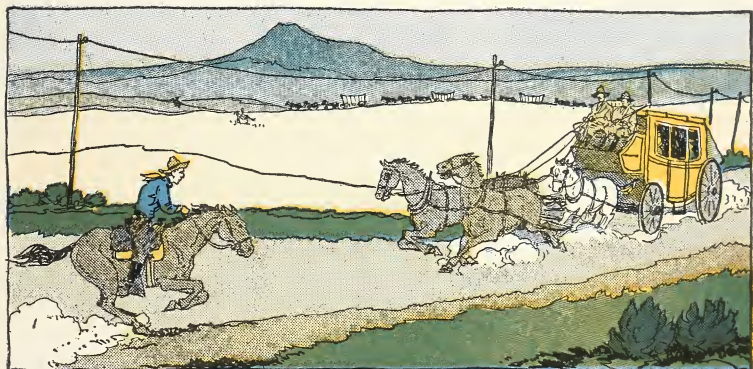
LESSON 92 — COMPOSITION

1. Conversation.

Subject: *Transportation of Mail.*

- (a) Old ways: Mail coach; pony express; sailing ships.
(b) Present ways: Railway trains; steamships; R.F.D.; airplanes.

Describe each kind of transportation.



A PONY EXPRESS AND A WESTERN MAIL COACH

2. Written Exercise.

Imagine that you are the driver of the mail coach in the picture and tell the story of one of your trips.

LESSON 93 — COMPOSITION

Subject: *The Journey of a Letter.*

Give the course of a letter from the time it was written until it reached its destination. Use these topics:

- (a) Who wrote it. (c) The postman.
(b) The mail box. (d) The post office, etc.

LESSON 94 — REVIEW OF CHAPTER

Write headings, salutations, complimentary endings, and signatures for four letters, leaving three lines for the body of each letter.

Address an envelope to your teacher and one to your principal. Mark the place for the stamp on each envelope.

When do we use quotation marks in writing the title of a story or a poem? Give an example.

Write a sentence containing the title of the picture on page 210.

Write a sentence containing the name of Joel Chandler Harris's home (see page 213):

Write from memory the flag salute you learned in Lesson 84.

Write from memory one stanza from any of Longfellow's poems.

CHAPTER SEVEN



LESSON 95 — LITERATURE

1. Reading.

MARCH

The stormy March is come at last,
With wind and cloud, and changing skies;
I hear the rushing of the blast,
That through the snowy valley flies.

Ah, passing few are they who speak,
Wild, stormy month, in praise of thee;
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.

— *William Cullen Bryant.*

2. Study of Poem.

What characteristics of March are mentioned?

Compare the above poem with the following lines written by Helen Hunt Jackson:

Ah, March! we know thou art
Kind-hearted, spite of ugly looks and threats,
And, out of sight, art nursing April's violets.

Memorize the first stanza of "March."

LESSON 96 — COMPOSITION

1. Conversation.

Subject: *The Wind*.

Read the poem of Lesson 95.

In which month do we have the coldest wind? The hottest? The strongest?

Name the different winds.

2. Written Exercise.

Make a list of the useful things winds do.

Make a list of the damages winds do.

LESSON 97 — LITERATURE

1. Reading.

THE WIND IN A FROLIC

The wind one morning sprang up from sleep,
 Saying, "Now for a frolic! Now for a leap!
 Now for a madcap, galloping chase!
 I'll make a commotion in every place!"
 So it swept with a bustle right through a great town,
 Creaking the signs, and scattering down
 Shutters, and whisking, with merciless squalls,
 Old women's bonnets and gingerbread stalls.
 There never was heard a much lustier shout
 As the apples and oranges tumbled about;
 And the urchins that stand with their thievish eyes
 Forever on watch ran each with a prize.
 Then away to the field it went blustering and humming
 And the cattle all wondered whatever was coming.

It plucked by their tails the grave matronly cows,
 And tossed the colts' manes all over their brows,
 Till offended at such familiar salute,
 They all turned their backs and stood sulky and mute.
 So on it went capering and playing its pranks;
 Whistling with reeds on the broad river banks;
 Puffing the birds as they sat on the spray,
 Or the traveler grave on the king's highway.

Then it rushed like a monster o'er cottage and farm,
 Striking their inmates with sudden alarm;
 And they ran out like bees in a midsummer swarm.
 There were dames with their kerchiefs tied over their caps,
 To see if their poultry were free from mishaps.
 The turkeys all gobbled, the geese screamed aloud,
 And the hens crept to roost in a terrified crowd;
 There was rearing of ladders, and logs laying on,
 Where the thatch from the roof threatened soon to be gone.
 But the wind passed on, and had met in a lane
 With a schoolboy, who panted and struggled in vain,
 For it tossed him and twirled him, then passed, and he stood
 With his hat in a pool and his shoe in the mud.

— *William Howitt.*

2. Study of Poem.

What did the wind say it would do?

Make a list of the things the wind did.

Find these words of the poem in the dictionary
 and mark them for pronunciation:

frolic forever matronly salute

3. Written Exercise.

Write ten sentences telling what the wind did.

LESSON 98 — COMPOSITION

Imagine that you made a kite and tried to fly it on a windy March day. Write three paragraphs about your experience, using the following topics:

Subject: *My Kite*.

- (a) How and where I got the material.
- (b) How I made the kite.
- (c) What I did with it.

LESSON 99 — PICTURE STUDY

1. Conversation.

Tell what you see in the picture on page 225.

For what are mills used in our country?

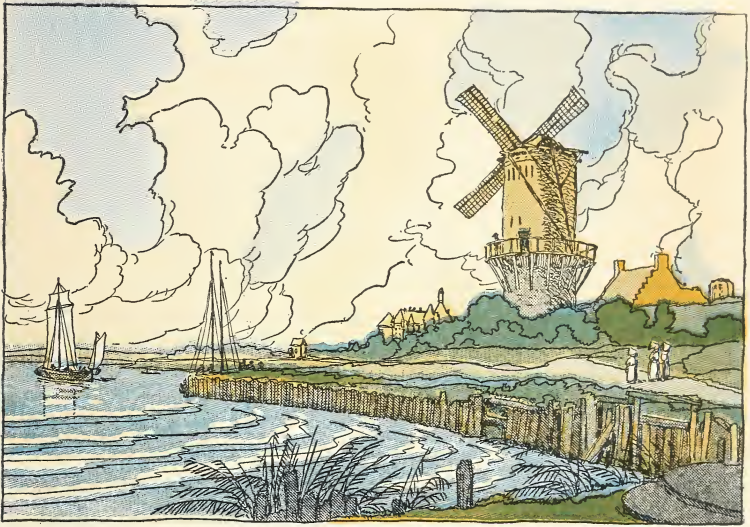
Read what the poet Longfellow wrote about the mill:

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize and the wheat and the rye,
And grind them into flour.
On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

How many days does the mill work each week?

2. Written Exercise.

Copy and memorize the poem.



A MILL IN HOLLAND

LESSON 100 — COMPOSITION

1. Conversation.

Water appears in several forms. Heat changes it into steam, and cold changes it into snow and ice. Sometimes water comes down in the form of rain or mist and sometimes as hail, sleet, or snow.

Be prepared to discuss the following:

Subject: *Water*.

(a) Forms of water.

(b) Uses — to animals; to the earth; to man, for power, for navigation, and for cleaning.

2. Written Exercise.

Write a paragraph that tells of the uses of water.

LESSON 101 — LITERATURE

1. Reading.

IRIS'S BRIDGE

Iris was born in the sky and loved her home and all the beautiful things about her. More than anything in her sky-home, Iris loved her grandfather, the stern old ocean. When he was merry, and drove his white horses over the water, she was happy. When he was troubled, and the sky grew dark and sad, she quietly slipped her hand into his. Instantly he smiled and became gentle again.

He longed to keep her with him always, but the Sun said, "No, Iris belongs to both ocean and sky. Let her be the messenger between heaven and earth." So they placed golden wings upon her shoulders and made her into a bridge of beautiful colors. They fastened one end of the bridge to the sky, and Iris fastened the other to the earth with a pot of gold.

The earth gave the tints of her fairest flowers, the sea brought great ribbons of silvery mist, the wind was the shuttle, the sky was the loom, and the Sun himself was the weaver. It is no wonder that the most beautiful thing in all the world is Iris's bridge, the rainbow.

— *Flora J. Cooke.*

2. Study of Story.

Who was Iris? Where was her home?

Who was the grandfather of Iris?

Why could not Iris stay with him always?

Tell the story in your own words.

3. Written Exercise.

Write eight questions about Iris.



LESSON 102 — COMPOSITION

1. Conversation.

Subject: *Transportation on Water.*

1. Kinds of boats:

- (a) Tree with branches cut off.
- (b) Raft.
- (c) Tree hollowed out.
- (d) Canoe.
- (e) Rowboat.
- (f) Sailboat.
- (g) Motorboat.
- (h) Steamboat.
- (i) Warship.

2. Uses:

- (a) Traveling.
- (b) Pleasure.
- (c) Commerce.
- (d) Life-saving.
- (e) War.
- (f) Mail.

Tell what you know about the different kinds of boats and the uses of each.

2. Written Exercise.

Write what you know about the uses of a canoe or a raft; or write a story of the boy in the rowboat shown in the picture.

LESSON 103 — LETTER WRITING

Write a letter to someone in your class, describing a trip on the water. Address the envelope for it.

LESSON 104 — COMPOSITION

1. Conversation.

Subject: *Transportation on Land.*

- | | | |
|------------|-------------|---------------|
| (a) Dog. | (c) Camel. | (e) Elephant. |
| (b) Horse. | (d) Donkey. | (f) Reindeer. |

Describe one of the above animals and tell where and how it is used for transportation.

2. Written Exercise.

Select one of the above topics and write two paragraphs that tell where and how the animal is used for transportation. Add any personal experiences.

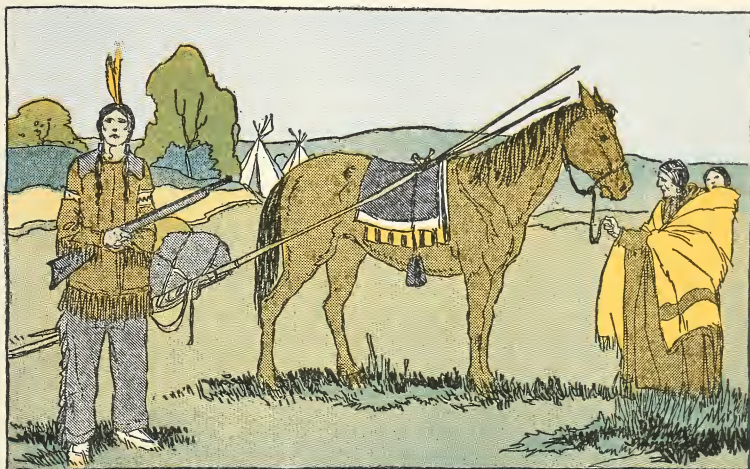
LESSON 105 — COMPOSITION

1. Conversation.

Subject: *Transportation on Land* (Continued).

- | | | |
|--------------------------------------------------------|-------------------|--------------------|
| (a) Indians fasten a long pole on each side of a pony. | (j) Electric car. | |
| (b) Jinrikisha. | (f) Wagon. | (k) Steam railway. |
| (c) Chariot. | (g) Carriage. | (l) Bicycle. |
| (d) Sled. | (h) Stage coach. | (m) Automobile. |
| (e) Cart. | (i) Horse car. | |

Describe the vehicles mentioned in the preceding list, and tell where each is used.



AN INDIAN PONY

2. Written Exercise.

Write a description of the Indian method of transportation shown in the picture.

LESSON 106 — LETTER WRITING

Write a reply to the letter you received in Lesson 103, describing a trip you have taken on land. Be careful to follow the instructions given in Lessons 80 and 81 for the heading, salutation, complimentary close, and signature.

Address the envelope for the letter.

LESSON 107 — COMPOSITION

1. Conversation.

Subject: *Spring*.

(a) Spring months.

(d) Changes in trees.

(b) Changes in the earth.

(e) Changes in water.

(c) Changes in plants and seeds. (f) Changes in animals.

2. Written Exercise.

Write a paragraph telling why you like spring.

LESSON 108 — LITERATURE

1. Reading.

WHY THE RABBIT'S TAIL IS SHORT

A rabbit one day sat by a swamp, looking at the juicy plants on the other side. They were the only things to eat he could see. So he wanted to cross the swamp, but he could not swim.

Just then a lazy old alligator poked his nose above the water. "I might ask him to take me across," said the rabbit to himself, "but I am afraid that he is too proud to carry me, because he can walk and swim, too. Perhaps I can get across the swamp by playing a trick upon him. I will try it."

"You look warm, Friend Rabbit," said the alligator. "Why don't you come into the water? It is cool here." Now the alligator knew very well that the rabbit could not swim.

"I am not warm at all," said the rabbit, "but I am a little hungry. You see, there are hundreds and hundreds of rabbits in the world. So, of course, it takes a great many

green leaves to feed us. Oh, yes! Friend Alligator, we are a very large family. There are many more rabbits than alligators."

"How foolish you are!" cried the alligator, angrily. "Why, there are thousands and thousands of alligators in the world! There are more than a hundred alligators in this swamp! Can you find a hundred rabbits in the woods?"

"Certainly I can!" said the rabbit. "I'll count the alligators, and you may count the rabbits. Call the alligators together. Make a line of them across the swamp so that I can hop out upon their backs and count them."

So the old alligator called and called. Up from the swamp came alligators, big ones and little ones. The old alligator made them into a line right across the swamp, just like a bridge.

"Now count them, Friend Rabbit," he said. "If there are not more than a hundred alligators here, you may eat me!"

The rabbit hopped upon the alligator-bridge. As he went from one to another, he counted them, "One, two, three, four, five," and so on up to a hundred. Yes! there were more than a hundred.

But by the time he had counted the last alligator, of course the sly rabbit was on the other side of the swamp.

"I'll call the rabbits together some other day, when I am not so hungry," he called back to the old alligator. "Good-by! Who do you think is foolish now?" he said with a laugh.

But the rabbit laughed too soon; for one of the alligators caught the end of the rabbit's tail in his great jaws, and bit it off.

Since then rabbits' tails have always been short.

— *Old Southern Tale.*

2. Study of Story.

How did the rabbit plan to cross the swamp?

When he reached the other side what did he say to the old alligator? What did the alligator do?

Who was foolish then, the rabbit or the alligator?

If you have read a rabbit story by Joel Chandler Harris, be prepared to tell it to the class.

3. Written Exercise.

Write two sentences telling how the rabbit crossed the swamp.

Write two questions that the alligator asked the rabbit.

LESSON 109 — CONTRACTIONS

1. Development.

Oh, could I fly, *I'd* fly with thee!

We'd make, with joyful wing,

Our annual visit *o'er* the globe,

Companions of the spring.

— *John Logan.*

Find *I'd* in the first line of the stanza.

The word *I'd* is made by joining what two words? A word formed in this manner is called a **contraction**.

What letters of one of these words are omitted when the words are joined? What is used in place of these letters?

In what word in the second line of the stanza is the apostrophe used? Is the word a contraction? What two words are joined to form it?

In the third line, what letter is omitted in *o'er*?

Learn:

When a word is shortened or two words are joined to form one word, and one or more letters are omitted, the new word is called a *contraction*.

An apostrophe is used in a contraction to show the omission of one or more letters.

2. Written Exercise.

Copy and learn the contractions in the following list:

can't, for "can not."

it's, for "it is."

don't, for "do not."

'tis, for "it is."

doesn't, for "does not."

I'd, for "I had," or

isn't, for "is not."

for "I would."

LESSON 110 — REVIEW OF CHAPTER

Find five words in your dictionary that are explained by pictures.

Mark these words for pronunciation.

What are contractions? Write five contractions.

What letters have you omitted in your contractions?

What is an apostrophe?

What two uses for the apostrophe do you know?

Write a letter to someone describing a trip you have taken on the water. Address an envelope for it.

CHAPTER EIGHT



LESSON 111 — LITERATURE

1. Reading.

APRIL

Blithest season of all the year.
The little brook laughs as it leaps away;
The lambs are out on the hills at play;
The warm south wind sings the whole day long,
The merriest kind of wordless song.
Gladness is born of April weather
And the heart is as light as a wind-tossed
feather.

— *Eben Eugene Rexford.*

2. Study of Poem.

What does the poet say of April?

Use another word instead of “blithest.”

What does the poet say is born of April weather?

What picture does “wind-tossed feather” give you?

Does April sunshine make you glad-hearted?

What is a “wordless” song?

Did you ever hear a little brook’s “laugh”?

Memorize the stanza.

3. Written Exercise.

Make sentences that contain the following words:

weather	heart	brook	gladness
season	feather	leaps	merriest

LESSON 112 — COMPOSITION

1. Conversation.

Subject: *The Trees.*

How do the trees look at the present time?

How do they look in summer? In winter?

How do the buds look all winter long?

What do you see when the buds open in spring?

Of what use to the tree are the roots?

Tell what you know about the sap in trees.

Name all the kinds of trees you know.

2. Written Exercise.

Make a list of all the kinds of trees that you can name when you see them.

LESSON 113 — DICTIONARY GAME

1. Conversation.

Who will go to the board and write the names of trees, as the other pupils give them?

Arrange in alphabetical order the names of the trees you listed in Lesson 112.

2. Dictionary Game.

Place your dictionary before you. When your teacher pronounces the name of a tree, find the word in the dictionary, and then stand, with your finger on the word. Who won the game?

3. Written Exercise.

Select ten words from your reading lesson and write the meaning of each.

LESSON 114 — COMPOSITION

1. Conversation.

Subject: *The Uses of Trees.*

- | | |
|-------------------------------------------|--------------|
| (a) Fuel. | (f) Poles. |
| (b) Lumber. | (g) Pencils. |
| (c) Homes for birds. | (h) Paper. |
| (d) Ship-masts. | (i) Fruit. |
| (e) Bark, roots, and leaves for medicine. | |

Tell what you know about the ways in which trees are prepared for their various uses.

Can you mention any other uses of trees?

2. Written Exercise.

Write the names of three shade trees.

Write the names of five nut trees.

Write the names of five fruit trees.

Write the names of four trees used for lumber.

Write the names of some trees that are green all winter.

LESSON 115 — PERSONIFIED THINGS

1. Reading.

THE TREE

The Tree's early leaf buds were bursting their brown;
 "Shall I take them away?" said the Frost, sweeping down.

"No, leave them alone
 Till the blossoms have grown,"

Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung;
 "Shall I take them away?" said the Wind, as he swung.

"No, leave them alone
 Till the berries have grown,"

Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the midsummer glow;
 Said the girl, "May I gather thy berries now?"

"Yes, all thou canst see:
 Take them; all are for thee,"

Said the Tree, while he bent down his laden boughs low.

— *Björnstjerne Björnson.*

2. Study of Poem.

To whom does the tree talk in the poem?

Is it willing to give the leaf buds away?

Of what use are the leaf buds?

How could the frost "take them away"?

What part of the tree is its "crown"?

Is the tree willing to give its blossoms away?

If the blossoms are destroyed, what becomes of the fruit?

Does this poem make you think what trees do for us?
Does it suggest ways in which trees need our care?
Have you seen a tree with "laden boughs"? With
what were they "laden"?

What day is set apart for the planting of trees?

Read the poem aloud, to make others see the pictures.

Give the topic of each stanza.

Find a word in the poem that contains an apostrophe used to show possession.

3. Development.

With what kind of letter do the words *tree*, *frost*, and *wind* begin in the poem?

Learn:

When plants, animals, or things without life are treated as if they were persons, they are said to be *personified*.

The names of personified things begin with capital letters.

4. Written Exercise.

Write a dramatization of "The Tree."

LESSON 116 — COMPOSITION: ARBOR DAY

1. Conversation.

Subject: *Arbor Day*.

(a) Why we observe Arbor Day. (b) How we observe it.

(c) What we can do to make our school grounds more beautiful.

2. Written Exercise.

Draw a map of your school grounds and show where you would plant trees and vines and make gardens.

Write other suggestions for the improvement of the grounds about your school.

3. Review.

Repeat the dramatization you wrote in Lesson 115.

LESSON 117 — THE OUTLINE

A group of topics showing the various steps in the development of a subject is called an **outline**.

For example, in describing the game of marbles to one who does not know it, we might tell (a) *what the game is*, (b) *how it is played*, (c) *how the score is kept*. If we arrange these in the form of an outline we have:

Subject: *The Game of Marbles.*

(a) What it is.

(b) How it is played.

(c) How the score is kept.

Make suggestions for topics on the subject of planting a tree, and write them on the board.

Select the best of these topics and arrange them on the board in the form of an outline under the following:

Subject: *How to Plant a Tree.*

Write a composition telling how to plant a tree, following this outline.

LESSON 118 — PICTURE STUDY

1. Conversation.

In picture 1, on page 241, what are the boys doing?

What shows you that the ground is marshy and hard for the boys to stand on while fishing?

In picture 2, young Benjamin Franklin is pointing to a stone pile left by some workmen. What plan do you think he is suggesting to his playmates?

What does picture 3 tell you? Picture 4?

In picture 5, when the workmen come to use the stones in building a house, why are they angry?

In picture 6, what do you think Benjamin's father is saying to him?

Make titles for the pictures, arranging them in the form of an outline as follows:

(a)	(c)	(e)
(b)	(d)	(f)

Tell the story, following this outline.

2. Written Exercise.

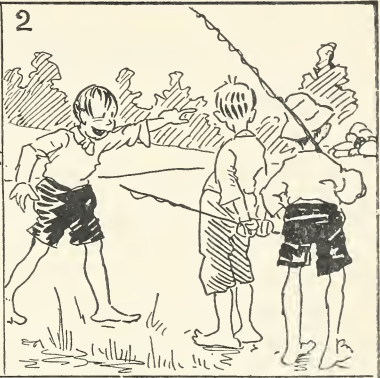
Write the story suggested to you by the picture.

LESSON 119 — COMPOSITION

Choose one of the following subjects:

1. Why I am glad spring is coming.
2. Why I like spring better than winter.

Make an outline, and after your teacher has corrected it, write upon the subject selected.



LITTLE BENJAMIN FRANKLIN'S FISHING WHARF

LESSON 120 — LITERATURE

1. Reading.

EASTER CUSTOMS

The custom of using eggs at Easter comes to us from very ancient times. The Persians gave colored eggs at their New Year, which they celebrated in the spring. The Hebrews also used eggs at the time of their feast of the Passover.

The egg has always been regarded as a symbol of creation or new birth. Therefore, when people began to celebrate Easter they kept up the custom of using eggs. The Easter egg was generally colored red.

People once believed that the joy bells went away for a week before Easter and came back Easter eve bringing colored eggs with them for the good children, and that these bells rang for joy Easter morning.

The little German children believe that the white hare brings them their Easter eggs. In Russia, people send eggs to their friends on Easter Sunday.

One of the Easter sights in Washington is the egg-rolling in the White House grounds. The children come to the park, each carrying a basket filled with eggs of many colors. They have a very happy time rolling eggs down the little hills. After a while the band comes out to play for the children and the President comes out to watch them.

— *Selected.*

2. Study of Story.

Make five questions on this story to ask in class.

3. Written Exercise.

Write a composition telling what you would like to do on Easter.

LESSON 121 — COMPOSITION

1. Conversation.

Subject: *Spring Flowers.*

- (a) The different kinds. (b) Their colors.
(c) Where and how they grow.

2. Written Exercise.

Fill this diagram with a list of spring flowers.

FLOWER	COLOR	WHERE IT GROWS

LESSON 122 — LITERATURE

1. Reading.

WAITING TO GROW

Little white snowdrop, just waking up,
Violet, daisy, and sweet buttercup;
Under the leaves and the ice and the snow,
Waiting to grow.

Think what a host of queer little seeds,
Of flowers and mosses and ferns and weeds,
Are under the leaves and the ice and the snow,
Waiting to grow!

Only a month or a few weeks more,
Will they have to wait, behind that door,
Listen and watch and wait below,
Waiting to grow.

— *Selected.*

2. Study of Poem.

Ask your classmates five questions on the poem.
Memorize the first and third stanzas.

LESSON 123 — *GROW : GREW : GROWN*

1. Development.

1. *Arbutus grows* in the woods.
2. The snowdrops *grow* in the meadow.
3. Marsh marigolds *grew* where it was wet.
4. Violets *have grown* there, too.
5. A rosebush *has grown* in our garden.
6. Lilacs *had grown* near the fence
7. The carnation *was grown* for your pleasure.
8. These pansies *were grown* in the garden.

Grow, grows, grew, and grown are different forms of the same word.

What time does the first sentence express?

What form of the word *grow* is used in it?

What other sentence tells of the present time?

What form of the word is used in this sentence?

Does the third sentence express present time or past time?

What word is used before *grown* in the fourth sentence? In the fifth? In the sixth? In the seventh? In the eighth?

Learn:

Grow and *grows* express present time.

Grew expresses past time.

Grown is used with *have, has, had, was, were, etc.*

2. Written Exercise.

Write five sentences, using different forms of *grow*.

LESSON 124 — LITERATURE

1. Reading.

THE LEGEND OF THE ARBUTUS

In the North Country there once lived an old, old man all alone in his wigwam among the pine trees. His hair and beard were so long and so white that they covered him like a mantle. He wore a bearskin to keep himself warm, for all about his wigwam it was winter. The little brooks were locked fast under the ice, the wind cried in the trees, and not a squirrel or a blue jay was to be seen. The old man crouched over his fire and shivered because he was so cold.

But one day there came through the woods a beautiful maiden. Her cheeks were as pink as roses, her eyes were as soft and dark as the skies at twilight, and her hair was as brown as October's nuts. The most beautiful thing of all was this: wherever she stepped on the frozen ground with her white slippers, the dew fell, and the sweet grasses and ferns grew again.

She came to the old man's wigwam. Her breath was as sweet as clover, and when she lifted the tent-flap it was no longer cold inside, but warm and fragrant like a June day.

"Who are you, and why do you come?" asked the old man. "I have breathed on the woods and it is winter."

"When I breathe," said the maiden, softly, "the flowers spring up."

"I shake my locks," replied the old man, "and snow covers the earth."

"I toss my curls," whispered the maiden, "and the warm rain falls."

"When I walk through the trees, the leaves fall, the squirrel and the beaver hide, and the blue jays and wild geese fly south," said the old man.

"When I come," said the maiden, "the branches burst into leaves, the brooks sing, and the birds fly back again."

As the maiden spoke, the air in the wigwam grew warmer and warmer. Then the old man lay down upon the ground, for his eyes were heavy with sleep. The maiden knelt down beside him and rested her warm fingers on his forehead. And where the old man had lain there was, all at once, only a mass of green leaves.

"I am stronger than the winter," said the maiden.

Then she took from her dress the loveliest pink and white flowers and hid them under the green leaves.

"I will give you, Arbutus, my most precious flowers and my sweetest breath," she said, "but whoever picks you must kneel as I do."

Then the maiden floated away over the woods, the hills, and the plains; and wherever she went the flowers sprang up and spring came upon the earth.

— *Carolyn S. Bailey.*

2. Study of Story.

Who was the old man? Describe him.

Who came to visit the old man? Describe her.

Compare the work of the old man and that of the maiden.

What became of the old man?

What flowers sprang up where he had been?

3. Written Exercise.

Write a short story about the arbutus.

LESSON 125 — DRAMATIZATION

Dramatize "The Legend of the Arbutus."

LESSON 126 — LITERATURE

1. Reading.

VIOLETS

Under the green hedges after the snow,
There do the dear little violets grow,
Hiding their modest and beautiful heads,
Under the hawthorn in soft mossy beds.
Sweet as the roses and blue as the sky,
Down there do the dear little violets lie;
Hiding their heads where they scarce may be seen;
By the leaves you may know where the violet hath been.

— *John Moultrie.*

2. Study of Poem.

Where do violets grow? When do they grow?

What kind of heads does the poem say they have?

Why are the violets said to be modest?

How are violets like roses?

How are they like the sky?

Have you seen violets of another color?

Did you ever pick violets? If so, tell of it.

Find *there* and *their* in the poem. Tell the meaning of each.

Find *grow* in the poem and give sentences containing different forms of the word.

3. Written Exercise.

Write about a trip you have taken to gather flowers. Select a title and use the following outline:

(a) The party.

(c) The flowers.

(b) The trip.

(d) The return.

LESSON 127 — REVIEW OF CHAPTER

Using the dictionary, write the meaning of five words found in the poem of Lesson 111.

Make an outline for the subject, "Spring Flowers."

Use *grow*, *grew*, and *grown* in sentences.

Use *has grown*, *have grown*, *had grown*, *was grown*, and *were grown* in sentences.

When is a thing said to be personified?

With what kind of letter do we begin the name of a personified thing? Write two sentences containing examples of this rule.

Write a letter to someone telling of the most interesting sport you have had this month. Address the envelope for the letter.

Write a composition describing the Arbor Day exercises held in your school.

Make a list of all the trees you know and arrange them in a column, alphabetically.

Make an outline for the subject, "Spring Sports."

CHAPTER NINE



LESSON 128 — LITERATURE

1. Reading.

MAY

When May wakes the grass and the flowers,
And the birds build their nests and sing,
When the breeze blows soft, and the air is sweet
With the fresh, warm breath of spring;
The blossoms, down in the meadow,
In the garden, the woods, and the hills,
Are singing, too, with their playmates,
The birds and the breezes and rills.

— *Helen Isabel Moorhouse.*

2. Study of Poem.

What characteristics of May does the poet mention?
What does the poet say are playmates of the flowers?
What is meant by "The blossoms are singing,
too"?

Name a garden flower and a wild flower.

Does May seem to you to be such a happy month
as the poet pictures it?

Memorize the stanza.

LESSON 129 — COMMA BETWEEN THE DAY
AND THE MONTH

1. Development.

Read the following date:

Saturday, June 10, 1883.

How is this date different from the ones you wrote in Lesson 65? What mark is placed after Saturday?

Learn:

In writing dates, a comma is used to separate the day of the week from the month.

2. Game.

The class is divided into two groups. The pupils of group one pass to the board and write the following date in the form given in the example above.

Thursday the first day of February in the year nineteen twenty-three.

The pupils of group two pass to the board. Each child rewrites the date just below the date in front of him, if it is not already correctly written. The teacher keeps the score of mistakes made by group one.

Group two writes on the board the following date:

Monday the ninth day of October in the year nineteen twenty-two.

The pupils of group one correct any errors, and the teacher compares the errors made by group two with the previous score.

3. Written Exercise.

Be prepared to write a diary for this month. Use your notebook, or make a booklet of note paper.

Each day that you see a new bird or a new plant or notice any other change in nature, record the fact in your diary. Write the day of the week as well as the day of the month for each date.

Write eight dates, giving the day of the week, the day of the month, and the year.

LESSON 130 — COMPOSITION

1. Conversation.

Subject: *Spring Games.*

(a) Kinds.

(b) How played.

2. Written Exercise.

Write the rules for playing the game you like best

LESSON 131 — COMPOSITION

1. Conversation.

Subject: *Farming.*

(a) Kinds of farms.

(b) Farm animals and their uses.

(c) Work of the farmer in the spring.

2. Written Exercise.

Write a description of a farm animal, without naming it. The other pupils will try to guess the animal.

LESSON 132 — CONTRACTIONS (REVIEW)

1. Reading.

NATURE'S HIRED MAN

Diggin' in the earth,
Helpin' things to grow,
Foolin' with a rake,
Flirtin' with a hoe;

Waterin' the plants,
Pullin' up the weeds,
Gatherin' the stones,
Puttin' in the seeds;

On your face and hands
Pilin' up the tan —
That's the job for me,
Nature's hired man!

Wages best of all,
Better far than wealth,
Paid in good fresh air
And a lot o' health.

Never any chance
Of your gettin' fired,
And when night comes on
Knowin' why you're tired.

Nature's hired man!
That's the job for me,
With the birds and flowers
For society.

Let the other feller
 For the dollar scratch;
 I am quite contented
 With my garden-patch.

— *John Kendrick Bangs.*

2. Study of Poem.

Who is "Nature's hired man"? What does he do? What wages does he get? Who are his friends? In this poem some words are incomplete; find them.

Why is *diggin'* incorrect? What letter is omitted? What is used in place of *g*? How should we always pronounce *digging*? Be sure to sound the final *g*. In what other words is the apostrophe used? Which are contractions? What letters are omitted?

Pronounce correctly: *digging, helping, fooling, flirt-ing, watering, pulling, gathering, putting, piling, getting, knowing.*

In what word of the poem is the apostrophe used where there is no letter omitted? Why is it used there?

What word in the last stanza is incorrect?

Spell and pronounce it correctly.

3. Written Exercise.

Copy these contractions:

I'm, for "I am."

I'll, for "I will."

he'll, for "he will."

they'll, for "they will."

you'll, for "you will."

that's, for "that is."

she's, for "she is."

he's, for "he is."

they're, for "they are."

we're, for "we are."

you're, for "you are."

o', for "of."

LESSON 133 — COMPOSITION

1. Conversation.

Subject: *Poultry.*

(a) Kinds. (b) Food. (c) Habits. (d) Use.

2. Written Exercise.

Write a description of one kind of poultry.

LESSON 134 — COMPOSITION

Tell how to make a chicken coop, using this outline:

Subject: *How to Make a Chicken Coop.*

(a) Material needed. (b) How made. (c) How used.

LESSON 135 — PICTURE STUDY

1. Conversation.

What do you see in the top picture on page 255?

What is the man doing? What are the boys doing?

Guess what the boy who is pointing is saying.

In the middle picture what are the boys doing?

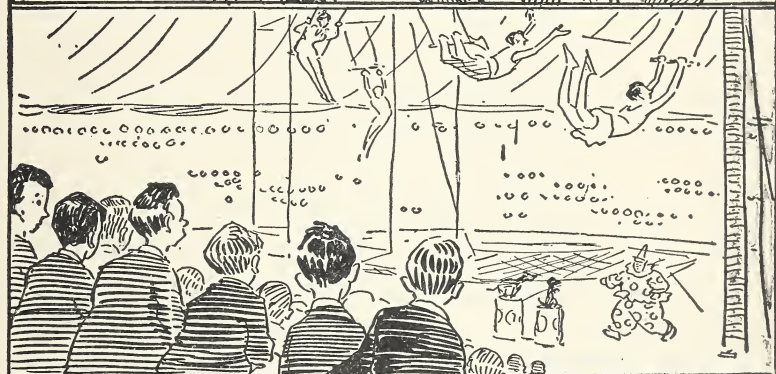
What does the bottom picture tell you?

After going to a circus, did you ever try to imitate what you saw done there?

Give a title for each picture and arrange these in the form of an outline under the title, "The Circus."

2. Written Exercise.

Write a story telling of your first visit to a circus.



THE CIRCUS

LESSON 136 — LITERATURE

1. Reading.

WHAT THEY DO

"I shine," says the Sun,
 "To give the world light."
 "I glimmer," adds the Moon,
 "To beautify the night."
 "I ripple," says the Brook.
 "I whisper," sighs the Breeze.
 "I patter," laughs the Rain.
 "We rustle," call the Trees.
 "We dance," nod the Daisies.
 "I twinkle," shines the Star.
 "We sing," chant the Birds,
 "How happy we all are!"
 "I smile," cries the child,
 Gentle, good, and gay;
 The sweetest thing of all,
 The sunshine of each day.

— *Louisa M. Alcott.*

2. Study of Poem.

What does the Sun say?

What words are used in the poem instead of "says"?

Compare "shine," "glimmer," and "twinkle" in meaning.

Where are capitals used in the poem? Why?

What things are personified?

3. Written Exercise.

Copy the above poem, being careful to use all capitals and punctuation marks correctly.

LESSON 137 — THE DIRECT QUOTATION

1. Development.

1. The Trees call, "We rustle."
2. The Daisies say, "We dance."

What do the Trees call in sentence 1?

"We rustle" is said to be a direct quotation, because the exact words of the Trees are given.

Notice the quotation marks used before and after "We rustle."

What do the Daisies say in sentence 2?

With what kind of letter does the quotation begin?

What mark separates the quotation from the rest of the sentence?

Look at the second line of the poem on page 237. How does the quotation end? Notice that the quotation marks are outside the question mark, which is part of the quotation. Find another example of this kind in the same poem.

Learn:

A direct quotation gives the exact words of the speaker.

A direct quotation begins with a capital letter.

A direct quotation is enclosed in quotation marks.

Commas usually separate a short direct quotation from the rest of the sentence.

2. Written Exercise.

Write six sentences using direct quotations.

LESSON 138 — CHOICE OF WORDS

1. Questions and Drill.

What words are used instead of “says” in the poem of Lesson 136?

Explain the meaning of these words.

Use these words in sentences.

2. Written Exercise.

Use the following words in direct quotations:

fly	walk	skip
hop	jump	crawl
run	swim	trot

LESSON 139 — LITERATURE: *SEE, SAW*

1. Reading.

THE DANDELION

Once upon a time a soldier lived all alone in a tiny green camp by the roadside. He had traveled a long way from a dark, underground country, in order to see the world. The first thing he saw was a broad field full of waving banners; and he said to himself, “What a beautiful place I have come to!” Then he pitched his tent among the green grasses.

The raindrop elves saw how tired and dirty he was from his long journey northward, and they soothed him with stories and refreshed him with a shower bath. Through the clouds came the sunbeam fairies, bringing him a handsome uniform of green and gold and a quiver of golden arrows. Then the soldier was very happy and smiled at the passers-by, cheering everybody with his sunny face.

By and by spring went away over the hilltops. The birds finished building their nests, and the butterflies and grasshoppers came to announce the coming of summer. Then the soldier began to feel tired, and he knew that he was growing old. His gay uniform had faded, and his golden arrows had changed to silver, and the wind fairies were shooting them far away. So the soldier crept down among the green grasses, and his little camp was left empty.

But everywhere his arrows fell there blossomed, the next spring, bright golden flowers, and the children called them "dandelions."

— *Selected.*

2. Study of Story.

Who was the soldier mentioned in the story?

From what place had he come?

How did the rain help the soldier?

Explain "a quiver of golden arrows."

How did the soldier look after summer had come?

What became of his arrows? What became of him?

Write a sentence containing the title of this story.

3. See, Saw.

Find *see* and *saw* in this story.

Add "yesterday" to each of these sentences and rewrite them, changing *see* to *saw* as, "I see the dandelion; I *saw* the dandelion yesterday."

1. I see the mountain top.

2. The raindrop elves see the soldier.

3. The children see the dandelions.

4. Written Exercise.

Write a paragraph describing the dandelion.

LESSON 140 — DIALOGUE

1. Reading.

CHILD: O dandelion, yellow as gold,
What do you do all day?

DANDELION: I just wait here in the tall, green grass
Till the children come to play.

CHILD: O dandelion, yellow as gold,
What do you do all night?

DANDELION: I wait and wait till the cool dews fall
And my hair grows long and white.

CHILD: And what do you do when your hair is white,
And the children come to play?

DANDELION: They take me up in their dimpled hands,
And blow my hair away.

— *Selected.*

Two pupils read the poem, one repeating what the child said, the other repeating what the dandelion said.

When two or more persons talk together in this way, what do we call the conversation?

How could you make the poem in Lesson 136 into a dialogue?

Find *grows* in the poem. Give sentences using other forms of the word.

2. Written Exercise.

Write the dialogue for the poem of Lesson 136.

LESSON 141 — SUMMARIZING DIARIES

1. Development.

Read the items selected from each pupil's diary to May 20 and written on the blackboard in the form of a summary.

Example:

TEACHER: What did you see of interest May first?

JOHN: I saw a baby robin.

MARY: I saw a rose.

(Summary written on board)

Tuesday, May 1, 1917

John saw first bluebird today. Mary saw first robin.

2. Written Exercise.

Copy the summary in your notebook.

LESSON 142 — SUMMARIZING DIARIES (*Continued*)**1. Development.**

Continue the summary to the end of the month, telling when each new bird or plant was seen.

Example:

The first rose was seen May 1.

The first baby robin was seen May 2.

The first poppy was seen May 20.

2. Written Exercise.

Copy this summary in your notebook.

LESSON 143 — REVIEW OF CHAPTER

Write three dates, each giving the day of the week, the day of the month, and the year.

Write a diary covering every day of the past week.

Write sentences containing *to*, *too*, and *two*.

Write contractions for the following:

I am	they will	they are	she is	you are
he is	he will	we are	I will	you will

Write two sentences, each containing a direct quotation. Test your work by the use of the following questions:

1. Have you used the exact words of the person quoted?
2. Have you used a capital to begin the quotation?
3. Have you enclosed the words quoted in quotation marks?
4. Have you separated the quotation from the rest of the sentence by commas?

Add "yesterday" to each of these sentences and make any necessary changes:

1. I see the top of the hill.
2. John sees the big red apple.
3. Mary and Jane see the picture.
4. Ruth sees her pretty new doll.

Write these dates, using the comma correctly:

Friday the first of December in the year nineteen sixteen.

Tuesday the twenty-third of January in the year nineteen twenty-three.

CHAPTER TEN



LESSON 144 — LITERATURE

1. Reading.

BOB WHITE! WHEAT'S RIPE!

When May's sweet flowers and happy hours
Have melted into June;
And o'er the hills the farmer trills
His happy harvest tune;
Then pure and clear, and sweet, we hear:
"Bob White, wheat's ripe!
Bob White, wheat's ripe!"

The sun sails high, and crisp and dry
The meadow grasses grow;
Ripe waving wheat, for barn is meet,
And this is why we know—
For sweet and clear, and pure, we hear:
"Bob White, wheat's ripe!
Bob White, wheat's ripe!"

— *W. T. Whitsett.*

2. Study of Poem.

When do we hear "Bob White! wheat's ripe!"?
Have you ever seen or heard a Bob White?
Find in the Glossary the meaning of *meet*.

3. Written Exercise.

Write in your own words what the first stanza of the poem tells you.

LESSON 145 — COMMA WITH *YES* AND *NO*

1. Development.

FIRST CHILD: I am thinking of a June flower.

SECOND CHILD: Is it a pansy?

FIRST CHILD: No, it isn't a pansy.

THIRD CHILD: Is it a sweet pea?

FIRST CHILD: No, it isn't a sweet pea.

FOURTH CHILD: Is it a rose?

FIRST CHILD: Yes, it is a rose.

Pupils take parts and read the above.

When two or more persons talk in this way what do we call the conversation?

What two words are joined to form the contraction *isn't*? What letter is omitted?

What mark is used after *yes* and *no* in the above dialogue?

Find other examples in the poem on page 237.

Learn:

Yes and *no*, when they are part of an answer, are followed by commas.

2. Written Exercise.

Write a dialogue similar to the above, containing *is*, *isn't*, *no*, and *yes*.

LESSON 146 — LITERATURE

1. Reading.

A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest,
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

— James Hogg.

2. Study of Poem.

Why is the apostrophe and s used in *Boy's* in the title of the poem?

Why is the apostrophe used in *that's* and in *o'er*?

What places are mentioned in the poem where a boy would like to go?

When you go for a long walk, what things do you look for?

Read the poem to bring out the pictures in it.
Explain the use of all capitals in the poem.
Memorize the stanza you like best.

3. Written Exercise.

Write a paragraph telling of things you saw in a walk through the park or the woods.

LESSON 147 — PICTURE STUDY

1. Conversation.

Look at the picture on page 267. It tells of a fishing trip that John G. Whittier, when a boy, made with his uncle. Read the title.

In the top picture, why does the boy look disappointed?

Have you ever pulled up weeds when you expected to see a big fish on your hook?

Why does young Whittier look excited and pleased in the middle picture?

What do you think he said to his uncle when he saw the fish on his hook?

What does the bottom picture tell you?

What advice do you think his uncle gave him?

2. Written Exercise.

Write titles for the pictures and arrange them in the form of an outline under the subject, "The Fish I Didn't Catch."



NEVER BRAG OF YOUR FISH BEFORE YOU CATCH HIM

LESSON 148 — PLURALS IN S

1. Development.

The following list of words is taken from the poem in Lesson 146.

pools	shadow	lea	nuts
song	blackbird	bee	way
river	nestlings	bank	mowers

Which words are singular? Which words are plural?

What letter added to the singular forms of these words makes them plural?

Learn:

Most words form the plural by adding *s* to the singular.

2. Written Exercise.

Make a list of thirty words found in this book for which the plural is formed by adding *s* to the singular.

LESSON 149 — COMPOSITION

1. Conversation.

Subject: *My Vacation.*

(a) How I spent it.

(b) With whom I spent it.

2. Written Exercise.

Write a letter to a friend telling how you would like to spend your summer vacation. Address the envelope for it.

GENERAL SUMMARY OF BOOK I

LESSON 150 — SUMMARY OF CAPITAL LETTERS

A capital letter is used:

- (a) to begin the first word of every sentence (p.10).
- (b) for the word *I* (p.23).
- (c) to begin the first and every important word in the title of a book, a story, a poem, or a picture (p.33).
- (d) to begin the name of every holiday (p.43), of every day of the week (p.50), and of every month (p.57).
- (e) to begin the abbreviation of every capitalized word (p.58).
- (f) to begin the name or the initial of a person (p.72).
- (g) to begin the title of a person, placed before a name (p.75).
- (h) to begin the first word of every line of poetry (p.115).
- (i) to begin every name for God (p.187).
- (j) to begin every name of a place (p.187).
- (k) to begin the salutation and the ending of a letter (pp.206, 207).
- (l) to begin the names of personified things (p.238).
- (m) to begin a direct quotation (p.257).

LESSON 151 — SUMMARY OF PUNCTUATION

1. A period is used after:

- (a) a statement (p.10).
- (b) an abbreviation (p.58).
- (c) an initial (p.72).

2. A question mark is used after a question (p.13).**3. An exclamation mark is used after (p.96):**

- (a) an exclamation. (b) an exclamatory sentence.

4. A hyphen is used:

- (a) to separate syllables (p.148).
- (b) to divide a word at the end of a line (p.148).

5. A comma is used:

- (a) to separate the day of the month from the year (p.76).
- (b) to separate the day of the week from the month (p.250).
- (c) to separate words in a series unless all are joined by connecting words (p.152).
- (d) usually to separate a short direct quotation from the rest of the sentence (p.257).
- (e) after *yes* and *no*, when they are part of an answer (p.264).
- (f) to separate the name of the city from the name of the state, in the heading of a letter (p.206).
- (g) after the complimentary close of a letter (p.207).

6. A colon is used after the salutation of a letter (p.206).**7. The apostrophe:**

- (a) The apostrophe and *s* ('*s*) are added to singular words to show possession (p.186).
- (b) The apostrophe alone is added to plural words that end in *s*, to show possession (p.186).
- (c) The apostrophe and *s* ('*s*) are added to plural words that do not end in *s*, to show possession (p.186).
- (d) The apostrophe is used in a contraction to show the omission of one or more letters (p.232).

8. Quotation marks are used to enclose:

- (a) the title of a picture, a poem, a story, or a book, when written as part of a sentence (p.214).
- (b) a direct quotation (p.257).

LESSON 152 — SUMMARY OF LANGUAGE FACTS**1. Definitions:**

- (a) A sentence is a group of words expressing a complete thought (p.10).
- (b) A statement is a sentence that tells something as a fact (p. 10).

- (c) A question is a sentence that asks something (p.13).
- (d) An exclamation or an exclamatory sentence expresses sudden or strong feeling, as of joy, fear, pleasure, anger, wonder, or pain (p.96).
- (e) A singular word means one (p.40).
- (f) A plural word means more than one (p.40).
- (g) A paragraph is a part of a story or composition that tells about some particular topic (p.143).
- (h) Three or more words of the same kind, used in the same way, make a series of words (p.152).
- (i) *And* and *or* are called connecting words (p.152).
- (j) When a word is shortened or when two words are joined to form one word, and one or more letters are omitted, the new word is called a contraction (p.233).
- (k) When plants, animals, or things without life are treated as if they were persons, they are said to be personified (p.238).
- (l) A group of topics showing the various steps in the development of a subject is called an outline (p.239).
- (m) A direct quotation gives the exact words of the speaker (p.257).
- (n) An abbreviation is the shortened form of a word (p.58).

2. Rules:

- (a) Place the title of a composition in center of first line of first page. Leave a space of at least one line between the title and the first line of the composition (p.142).
- (b) The first line of each paragraph is indented (p.143).
- (c) Most words form the plural by adding *s* to the singular (p.268).
- (d) Letter writing: heading, salutation (p.206); complimentary close, signature (p.207); addressing envelopes (p.217).
- (e) The use of dictionary: alphabetical arrangement (pp.140, 141); index words (p.156); accent (p.171); diacritical marks (p.172); meaning of words (p.181); illustrations (p.192).

LESSON 153 — SUMMARY OF CORRECT USE OF WORDS

1. Rules.

- (a) Use *is* and *was* with singular words (pp.21, 44).
- (b) Use *are* and *were* with plural words (pp.21, 45).
- (c) Use *were* with *you* (p.45).
- (d) Use *an* before words beginning with a vowel sound (p.37).
- (e) Use *a* before words beginning with a consonant sound (p.37).
- (f) *This* and *these* point out persons or things that are near (p.65).
That and *those* point out persons or things that are farther away (p.65).
This and *that* point out one person or thing (p.65).
These and *those* point out more than one (p.65).
- (g) *There* tells where a person or thing is; *their* shows to whom a person or thing belongs (p.164).
- (h) *Two* tells a number; *to* joins words together, or is used in telling an action; *too* means *also*, or *more than enough* (p.166).
- (i) Use *has* with singular words; *have* with plural words (p.199).

2. Oral Practice.

- (a) Give five sentences containing *I am not* (p.23).
- (b) Give sentences containing *It is I, he, she, they* (p.68).
- (c) Give six sentences containing *have* and *haven't* (p.82).
- (d) Give five sentences containing *where* words (p.90).
- (e) Give five sentences containing *how* words (p.116).
- (f) Give sentences containing *grow, grew, and grown* (p.244).
- (g) Give sentences containing *see* and *saw* (p.259).

APPENDIX

"GOOD CITIZENSHIP" DISCUSSIONS

The World War and the national problems of reconstruction that have grown out of it place a new emphasis upon the need of high ideals of "Good American Citizenship." Every department of our schools can contribute to the building of these ideals; but the language period, through its oral and written composition work, affords a specially fitting opportunity for training American boys and girls to translate *emotional* patriotism into *practical* good citizenship.

This Appendix suggests composition subjects of two kinds for this work: Part I outlines a lesson for discussion at the close of each half-year, based upon a summary of all the ideals of Good Citizenship that have appeared in the daily lessons within that semester; Part II (pages 275-288) supplies a list of supplementary subjects for discussion, dealing with practical qualities that form the basis of sound national character.

PART I

First Half-Year

(To follow Lesson 73, page 68)

Conversation

A BETTER AMERICA

We hear a great deal nowadays about making America a better nation than it has ever been. Our country needs to be full of "Good Citizens," young and old, who lead the kind of lives that will help to make America a happy home for all.

Good Americans, whether in school or out of it, are those who work honestly, believe in service to others, avoid wastefulness, and in other ways show that they think of their neighbors' welfare, instead of always thinking selfishly how they can get more things for themselves.

Turn back to the earlier pages of this book and see how many of the selections and topics for discussion teach some lesson in "Good Citizenship." How do the schools of our country help to make good Americans?

What qualities that every citizen should have can be found in Lesson 3? In Lesson 19? In Lesson 23?

Make a list, which your teacher will write on the board, of all the good qualities for American citizens that are mentioned in the Lessons in this half-year. Can you add to this list some other qualities that have not been mentioned so far in your book?

Similar lessons, based on the form outlined above, may well be used at the close of later half-year periods, following Lesson 147 (p. 127), Lesson 76 (p. 202), and Lesson 149 (p. 268).

PART II

SUPPLEMENTARY SUBJECTS FOR ORAL AND WRITTEN COMPOSITION

The following subjects for oral and written composition, grouped according to theme, provide helpful material to supplement the lessons given in the text, or for use in the place of certain lessons in the book.

For example, No. 1 may be used instead of Lesson 7, page 8, which introduces the subject of pets, or it may well follow it as a supplementary lesson. In some cases it may be found desirable to discuss a group of several connected topics as one lesson. These topics can be made the basis of oral discussion one day and followed the next day by written work.

The arrangement of these subjects into two sections—Group One and Group Two—is flexible. Teachers should feel free to assign subjects listed in either part, when such topics have not already been used in another year.

Although the plan for using the Supplementary Theme Subjects is flexible, and the teacher should feel free to draw upon them whenever occasion arises, Lessons in the text that particularly lend themselves as fitting background for the themes are suggested in parentheses.

GROUP ONE

Kindness

1. Why I Am Kind to My Cat. (Lesson 7.)
 - (a) His kindness to me.
 - (b) His usefulness.
 - (c) His need for protection.

2. What the Cat Does for Us. (Lesson 7.)
 - (a) Catches mice and rats.
 - (b) Does tricks for us.
3. Why We Kill Mice and Rats.
 - (a) They gnaw food, books, etc.
 - (b) They carry disease.
4. How I Keep My Cat from Killing Birds. (L. 112.)
 - (a) I feed her well.
 - (b) I put a bell on her.
5. How I Teach Baby to Play with Kitty. (L. 7.)
 - (a) To play with a string, spool, etc.
 - (b) Not to pinch or hurt kitty.
6. A Good Name for My Cat.
 - (a) List all the names of cats that you know.
 - (b) Select by vote the three the class likes best.
7. The Best Cat Story I Have Ever Heard or Read.
8. What I Think of a Boy Who Is Unkind to His Dog.
(Lessons 23 and 58.)
 - (a) He would be unkind to other dumb animals.
 - (b) He would be unkind to his playmates.
9. Why I Prefer for a Friend a Boy Who Is Kind to
Animals to One Who Is Cruel.
10. What Dogs Do for Us. (Lesson 23.)
 - (a) They are faithful watchers.
 - (b) They do other useful work.
 - (c) They are good playfellows.
11. How Should We Treat Dogs? (Lesson 7.)
 - (a) Feed them well.
 - (b) Give them a soft, warm bed.
 - (c) We should be kind to them always.
12. The Best Dog Story I Have Ever Heard or Read.
(Lesson 7.)
13. This is the pledge of the Bands of Mercy: "I
will try to be kind to all living creatures, and

will try to protect them." Thousands of children in our country belong to these Bands of Mercy. Have you one in your school? If so, what good things has it done? If not, why would it be a good plan to have one? (Lesson 7.)

14. How I Show Kindness to Birds. (Lesson 107.)

- (a) In winter. (b) In summer.
(c) How I treat their nests and eggs.

15. Birds That I Know. (Lesson 111.)

- (a) Their names. (b) The color of each.
(c) Those I like best.

16. What Birds Do for Us. (Lesson 114.)

- (a) How they help plants and trees.
(b) The pleasure they give us.

17. A Story About the Kindness of Lee.

18. A Story About the Kindness of Another Great Man.

19. Why I Am Polite to My Playmates. (L. 13.)

20. Memorize:

"Politeness is to do or say
The kindest thing in the kindest way."

21. How I Show Politeness at Home. (Lesson 58.)

22. How I Can Be Polite on the Street. (Lesson 86.)

Honesty

23. Memorize and explain: (Lesson 58.)

"There is nothing so kingly as kindness,
And nothing so royal as truth."

24. Why No One Wants to Play Games with Boys or Girls Who Cheat. (Lessons 103 and 125.)
25. Why a Boy Scout Is Always Honest.
26. What I Do When I Find a Lost Article.
27. Why I Am Honest in Doing My School Work.
28. How I Cheat Myself When I Copy from a School-mate.
29. The Best Story I Know About Honesty.

Good Health

30. Why Good Health Is the Most Precious Thing We Can Own. (Lesson 145.)
(a) In doing work. (b) In having fun.
31. Why I Wash My Hands Before a Meal.
(a) For health. (b) For looks.
32. Why I Never Put Pencils or Coins or Fingers in My Mouth.
33. Why I Brush My Teeth.
(a) For health. (b) For looks.
34. Why the Dentist Is One of My Best Friends.
35. Why I Sit Up and Stand Up Straight.
36. Why I Always Use a Handkerchief When I Sneeze or Cough.
37. Why I Always Sleep with My Window Open.
38. Explain: "An ounce of *prevention* is worth a pound of *cure*."
39. Why I Never Accept a Foolish "Dare."

Safety First

40. Why I Try to Be Careful in My Work. (L. 17.)
(a) At school. (b) In my home.
41. Why I Try to Be Careful in My Play.
(a) In choosing a place. (b) In the way I play.
42. Why I Do Not Cross in the Middle of a Crowded Street.
43. Why I Always Look Both Ways Before Crossing.
(a) On my own account. (b) On account of others.
44. Why It Is Not Safe to Jump on Moving Wagons or Cars.
45. Why I Never Run When Carrying Pointed Things.
46. How I Made an Icy Sidewalk Safe.
47. Why I Never Throw Fruit-skins on the Sidewalk.
48. Why I Always Keep to the Right.
49. How I Help Smaller Children to Play Safely.
50. Why I Never Play with Fire.
51. Why I Never Stand Close to an Open Fire.
52. What I Would Do If My Clothing Caught Fire.
53. How a Fire May Be Started with Christmas Candles. (Lesson 55.)

The Policeman

54. Why the Policeman Is a "Safety First" Man.
(a) To those who walk. (b) To those who ride.
55. Why I Should Not Be Afraid of a Policeman.
56. The Policeman, a Friend of Lost Children.

57. The Policeman, a Friend of Strangers.
58. Why I Always Wait for the Policeman's Signal Before Crossing a Crowded Street.
59. Some Duties of the Policeman.
60. How We Can Help the Policeman.
61. What the Mounted Policeman Does.
62. Why I Should Not Like to Live in a City Without Policemen.
63. The Best Story I Know About a Brave Policeman.

The Fireman

64. How the Fireman Is a "Safety First" Man.
(a) To persons. (b) To buildings and what is in them.
65. How the Fireman Is Dressed, and Why.
66. What Firemen Bring to a Fire.
67. How the Firemen Know When There Is a Fire.
68. How the Fireman Puts Out Fire.
69. Why Firemen Have to Work Hard on July 4.
70. Why We Need Fire Drills in Schools.
71. What Do You Think When You See the Word "Exit" in a Theater or Other Public Building?
72. How to Find the Exit in a Darkened Theater.
73. The First Thing to Do When You Enter a Theater or Any Strange Building.
74. The Best Story I Know About a Brave Fireman.
75. A Fire That Was Started by Carelessness.
76. How I Can Help Prevent Fires.
77. What I Learned Last Fire-prevention Day.

The Postman

78. Why I Like to Receive Letters.
79. Kinds of Tickets Your Letters and Post Cards Must Have Before They Can Travel.
80. What Becomes of Your Stamped Letter After It Is Dropped into the Mail Box.
81. How Mail Is Carried.
 - (a) To other cities.
 - (b) To rural districts.
82. Does the Postman Come Only in Pleasant Weather?
83. Would You Like to Be a Postman? Why?
84. How We Can Help the Postman.
 - (a) In writing the address plainly.
 - (b) In answering the bell promptly.
85. The Best Postman I Ever Knew.

Thrift

86. Why No One Thinks Well of a Tramp.
 - (a) How he gets his living.
 - (b) The way he looks.
87. What a Tramp Wastes. (Lesson 3.)
88. Do Hard-working Men Become Tramps? (L. 14.)
89. The Meaning of Thrift. (Lessons 3, 14, 21, 128.)
 - (a) Working.
 - (b) Saving.
90. How Our Government Taught Us Thrift During the World War.
91. How Thrift Stamps Taught Us to Save.
92. What I Bought with the Pennies in My Bank.
93. How I Earned Money for Christmas Gifts. (Lessons 49 and 51.)

94. Why I Try to Save My Clothing. (Lesson 1.)
95. How I Save Paper and Pencils.
96. What Thrift of Health Means. (Lesson 145.)
97. How Keeping My Feet Dry and Warm in Winter Means Thrift of Health. (Lesson 54.)
98. How Running Out Without Wraps in Cold Weather Means Waste of Health. (Lesson 54.)

GROUP TWO

Kindness

1. How Horses Should Be Treated. (Lesson 34.)
2. What Horses Do for Men. (Lesson 33.)
3. How a Careful Driver Will Treat His Horse.
 - (a) In hot weather. (b) In very cold weather.
 - (c) When the pavement is slippery.
4. If a Horse Could Speak, What He Would Say:
 - (a) To the man who put a frosty bit into his mouth.
 - (b) To the man who let him stand uncovered in the bitter wind.
5. What a Fallen Horse Would Say to His Driver.
6. Why Burlap or Chain Shoes Should Be Fastened to a Horse's Hoofs When the Roadway Is Icy.
7. How a Blanket Spread Over the Icy Pavement Under a Horse's Feet Will Help Him to Get Up.
8. Explain:

"A man of kindness to his beasts is kind;
But brutal actions show a brutal mind."

9. Why the Horse As a Worker Has a Right to His Wages. What Wages Should Be Paid to a Horse?
10. How a Faithful Horse, Too Old to Work, Should Be Treated.
11. The Story of the Horse That Rang the Bell of Atri.
12. Explain: (Lesson 1.)
 "Blessed are the merciful,
 For they shall obtain mercy."—*Bible*.
13. The Best Story I Have Read About the Kindness of an Animal to Man.
14. The Most Interesting Story I Know About Man's Kindness to Animals.

Honesty

15. How I Learned That It Pays to Be Honest. (Lessons 118 and 130.)
16. Why It Pays to Be Honest at School. (Lesson 117.)
 (a) In work. (b) In play.
17. What It Means to "Play Fair" in a Game.
18. A Story of a Lost Article That Was Found by an Honest Person.
19. A Story That Illustrates the Honesty of One of Our Country's Greatest Men.

Good Citizens

20. Why a Person Who Is Helpful to Others Is a Good Citizen. (Lesson 16.)

21. "Do at Least One Good Turn to Somebody Every Day"; Why is this a good rule for boys and girls to follow? (Lesson 16.)
22. The Best Story I Know About a Patriotic Act.
23. The Best Story I Know About a Brave Deed.
24. A Good Story of a Thrifty Boy.
25. What Our Nation Would Be Like If Each Person Were Kind, Honest, Thrifty, Brave, and Patriotic. (Lesson 85.)

Safety First

26. Some "Safety First" Signs That Prevent Accidents.
27. Why the Street Cleaner Is a "Safety First" Man.
28. Why the Railroad Engineer Is a "Safety First" Man.
29. Name Other "Safety First" Men and Give Their Duties.
30. Name Some Foolish Risks That Sensible Boys and Girls Will Not Take.
31. Why I Never Ride a Bicycle on the Left Side of the Street.
32. Some Things That I Never Do:
 - (a) Jump off a moving car or elevator.
 - (b) Play in the roadway.
 - (c) Build bonfires.
 - (d) Skate in the roadway.
 - (e) Play with matches.
33. How a Clean City Means "Safety First."
34. How I Can Help: (Lesson 116.)
 - (a) To keep our yard clean.
 - (b) To keep the streets clean.
 - (c) To keep the schoolroom neat.

35. The Kind of Children You Would Expect to Find in a Neighborhood Where the Sidewalks Are Marked with Chalk, and Where Fruit-skins and Papers Litter the Streets.
36. How Careful Citizens Help to Keep the City Clean.

The Policeman

37. Why There Are Laws or Rules for Your School.
38. Why Rules Must Be Obeyed in Playing Games.
39. Why There Are Laws for City and Country.
40. Why We Have Policemen.
41. What Would Happen If We Were Without Policemen for a Time?
42. How the Police Protect Our Homes and Property.
43. An Exciting Story of a Policeman.
44. How Grass and Flowers in Our Parks Are Protected by Laws.
45. How We Can Help the Policemen:
(a) In the parks. (b) In the streets.
46. The Most Interesting Story I Have Ever Heard or Read About a Policeman.

The Fireman

47. Why It Is Necessary to Have a Fire Department.
48. A Fire in the Country Where There Is No Fire Department.
49. Ways in Which Fires May Be Started Carelessly.
50. How We Can Prevent Many Fires by Carefulness.

51. What I Would Do If My Clothing Caught Fire.
52. What I Would Do If the Clothing of a Playmate Caught Fire.
53. How to Turn In an Alarm of Fire.
54. A False Alarm.
55. An Engine House.
56. The Duties of a Fireman.
(a) At the Fire Station. (b) At the fire.
57. How the Fireman Risks His Life for Others.
58. How Firemen Save Property.
(a) Buildings. (b) Things in buildings.
59. Why Firemen Must Be Prompt.
60. Why Firemen Must Obey Their Chief.
61. The Best Kind of Ash Cans and Why.
62. The Best Thing to Do in Case of Fire in a Theater.
63. The Best Story I Know About a Brave Fireman.
64. The Greatest Fire I Know About.
65. Fire-prevention Day.
66. Why Fire-prevention Day Means a Cleaner City.

The Postman

67. The Duties of a Postman. (Lesson 93.)
68. The Carrier Pigeon As a Postman.
69. The Pony Express As a Mail Carrier. (Lesson 92.)
70. Present-day Ways of Carrying Mail. (Lesson 92.)
71. Airplane Mail Routes.
72. What Is a Sub-station? Where Is the One Nearest Your Home?

73. Where Does Your Letter Go After It Leaves the Sub-station?
74. Where Does Your Letter Go After It Leaves the R.F.D. Box?
75. Why Are Stamps Cancelled, and by Whom? (L. 91.)
76. What Marks Are Put on the Envelope by Post-office Clerks?
77. Describe the Journey of a Letter Traveling from Your Home to a Friend in a Distant City.
78. Describe the Journey of a Letter Going from Your City to England.
79. How to Help the Postman at Christmas. (L. 59.)
 - (a) When to send mail.
 - (b) How to wrap it.
 - (c) How to address it.
80. What We Mean by Parcel Post.
81. A Special Delivery Letter.
 - (a) How sent.
 - (b) How delivered.

Thrift

82. Explain:
 - “Spend but do not waste;
Save but do not be a miser.”
83. The Different Kinds of United States Money.
84. What Is a Savings Bank?
85. How Working and Saving Make a Good Citizen.
86. The Story of a Poor Boy Who, by Thrift, Became a Great Man, Useful and Wealthy.
87. Why We Should Form the Habit of Thrift.

88. What Is Meant by Saving Time?
89. How Promptness Saves Time in School.
90. Explain: "Haste Makes Waste."
91. How We Can Be Thrifty with the Things We Use in School.
92. How I Am Thrifty in the Care of My Clothing.
93. How I Can Use My Old Clothes.
- (a) Mending and darning.
 - (b) Having them made over.
94. How My Garden Helps in Thrift. (L. 36, 132.)
95. What Our Government Did to Teach Us Thrift of Food During the World War.
96. What Our Government Did to Teach Us Thrift of Money During the World War.
97. How Going to Bed Early and Sleeping with Open Windows Means Thrift of Health.
98. Explain:
- "Early to bed and early to rise
Makes men healthy, wealthy, and wise."
99. The Boy Scouts Are Thrifty. Here is their ninth law; why is it a good one to follow?
- "A scout is thrifty. He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects."

GLOSSARY

*KEY TO THE SOUNDS OF MARKED VOWELS

- | | | | |
|---------------------|----------------------|----------------------|---------------------|
| ă as in <i>ask</i> | ē as in <i>eve</i> | ō as in <i>note</i> | û as in <i>use</i> |
| â as in <i>arm</i> | ē as in <i>maker</i> | ô as in <i>not</i> | û as in <i>cut</i> |
| ā as in <i>ate</i> | ě as in <i>met</i> | ô as in <i>or</i> | û as in <i>turn</i> |
| ǎ as in <i>bat</i> | ī as in <i>kind</i> | ōō as in <i>food</i> | |
| â as in <i>care</i> | ī as in <i>pin</i> | ōō as in <i>foot</i> | |
- a-blaze'** (a-blāz'), bright; gay.
- ac-cord'ing to** (ă-kord'ing), with reference to; following the proper order of.
- ac-count'** (ă-kount'), to give reasons for; a report; a description.
- ad-mit'ted** (ăd-mīt'ĕd), received.
- a-dopt'ed** (ă-dŏp'tĕd), accepted.
- ad-van'tag-es** (ăd-vân'tāj-ĕz), opportunities.
- ad-vice'** (ăd-vīs'), a helpful suggestion.
- air**, manner; appearance.
- al-le'giance** (ă-lĕ'jāns), loyalty.
- a-loft'** (ă-lŏft'), high up.
- am-bi'tion** (ăm-bīsh'ūn), wish.
- an'cient** (ăn'shĕnt), far off; olden.
- an'nu-al** (ăn'ū-ăl), yearly.
- a-part'** (ă-pärt'), aside.
- A-pol'lo** (a-pŏl'ŏ), the sun god.
- a-pos'tro-phe** (ă-pŏs'trŏ-fĕ), the mark (') used to indicate possession or the omission of a letter or letters from a word.
- ap-peared'** (ă-pĕrd'), looked.
- ap-point'ed** (ă-point'ed), chosen.
- A-rap'a-hoe** (ă-răp'ă-hŏ), an Indian tribe.
- ar'bu-tus** (ăr'bū-tūs), an early spring flower.
- ar-range'** (ă-rānj'), to place.
- ar'rant** (ăr'ănt), out-and-out; real.
- art** (ărt), are, the spelling used with *thou*.
- ar'ti-cles** (ăr'tī-k'lz), things.
- as-signed'** (ă-sīnd'), given.
- at-tend'ed** (ă-tĕnd'ĕd), went to.
- au'to-mo'bile** (au'tŏ-mŏ'bīl), a vehicle.
- a-void'**, escape; get away from.
- a-wing'ing** (a-wīng'ing), flying.
- Ba-bon'skha** (bă-bŏn'skă), the Russian "Mother Goose."
- bale** (bāl), a large package carefully wrapped for transportation.
- ban-dit'ti** (ban-dīt'tī), robbers.
- bars** (barz), rods.
- beau'ti-fy** (bū'tī-fī), to make beautiful.
- been** (bīn), a form of the word *be*.
- Be-fa'no** (bĕ-fā'nŏ), the Italian "Mother Goose."
- be-hold'** (bĕ-hŏld'), look.
- bi'cy-cle** (bī'sī-k'l), a light, two-wheeled vehicle.
- blast** (blăst), strong wind.
- bleached** (blĕcht), whitened.
- bleak** (blĕk), cold.
- bles'sed** (blĕs'ĕd), wonderfully good.
- blith'est** (blīth'ĕst), happiest.
- blood** (blŭd), family.
- bloom** (blŏom), color; tint.
- blus'ter-ing** (blŭs'tĕr-ing), blowing hard and noisily.
- bolts** (bŏlz), pods in which the seeds lie.
- bore** (bŏr), brought forth.
- bough** (bow), branch.
- braves** (brāvz), Indian warriors.
- breast-knot** (brĕst-nŏt), a tuft of feathers on the breast of a bird different in color from the rest of the body.
- breathed** (brĕthd), blew gently upon.
- bridg'es** (brīj'ĕz), extends across.
- brief'ly** (brĕf'lī), in a few words.
- bright'en** (brīt'n), to make bright and cheerful.
- Brit'ish** (brīt'īsh), English.
- bruised** (brŏzd), crushed or injured.
- bulbs** (bŭlbz), roots.
- bunk** (bŭnk), a small, rude bed, attached to the wall.
- bus'tle** (bŭs'l), rush; hurry.
- cal'en-dar** (kăl'ĕn-dār), a written or printed statement of the days, weeks, and months of the year.
- calm** (kām), peaceful.
- canst** (kănst), an old form of *can* used with *thou*.

*This key, with the exception of the long and short sounds, does not apply to words occurring in the text before page 134 on which diacritical marks are taught.

- ca'per-ing** (kā'pēr-īng), leaping gaily.
cap'i-tal (kāp'ī-tāl), a large letter used with particular words.
cap'i-tal-ized (kāp'ī-tāl-īzd), begun with a capital letter.
ca-ress' (ka-rēs'), to touch lovingly.
cel'e-brate (sēl'ē-brāt), to keep or observe with honor.
ce-mént' (sē-ment'), a building material composed of various mineral substances that when mixed become hard.
cham'ber (chām'bēr), room.
chanced (chānst), happened.
chang'ing (chānj'īng), clear and cloudy by turns.
chant (chānt), warble; repeat musically.
char'ac-ter-is'tics, (kā'r'āk-ter-īs'tīks), signs.
char'coal (char'kōl), burnt wood.
char'i-ot (chār'ī-ōt), a two-wheeled vehicle.
charm'ing (chārm'īng), delightful.
chase (chās), run; gallop.
Cher'o-kee (chēr'ō-kē), the name of an Indian tribe.
cheep (chēp), peep; chirp
chest (chēst), a large box
choice (chois), rare; precious.
christened (krīs'nd), given a name at baptism.
cit'i-zen (sīt'ī-zēn), one who owes allegiance to a government.
cleansed (klēnzd), cleaned
clear (klēr), to cut down and remove so as to leave open spaces.
clev'er (klēv'er), smart.
cli'mate (klī'mat), the usual weather of any place.
cling (klīng), to hold fast.
clothes press (klōthz prēs), a large box, or movable closet, for clothing.
clus'ter-ing (klūs'tēr-īng), in a bunch.
Cly'tie (klī'tē), the maiden who was turned into the sunflower.
col-lec'tion (kō-lēk'shūn), a number of things gathered together.
com-bine' (kōm-bin'), join; unite.
comb'ing (kōm'īng), straightening out.
com'merce (kōm'ērs), business.
com-mit'tee (kō-mīt'tē), a number of people chosen to decide something.
com'mon (kōm'ūn), much used.
com-mo'tion (kō-mō'shūn), excited motion; excitement.
com-pan'ion (kōm-pān'yūn), comrade.
com-par'i-son (kōm-pār'ī-sūn), an examination of two or more things of the same kind to discover likeness or unlikeness in them.
com'pass (kūm'pās), an instrument having a needle which always points to the north; used most commonly by sailors.
com-plain' (kōm-plān'), to find fault.
com-plete' (kōm-plēt'), full; to finish.
com'pli-men'ta-ry close (kōm'plī-mēn'tā-rī klōz), the part of a letter just before the signature.
com'po-si'tion (kōm'pō-zīsh'ūn), a combination of sentences forming a complete oral or written piece of work.
con-nect'ing (kō-nēkt'īng), joining.
con-sist'ed (kōn-sīst'ed), was made up of.
con'stant (kōn'stānt), continual; daily.
con-tent' (kōn-tēnt'), satisfied.
con-tin'ue (kōn-tīn'ū), go on; do not stop.
co'si-ly (kō'zī-lī), snugly; comfortably.
cour'age (kūr'āj), bravery.
course (kōrs), route; journey.
cov'er-ing (kūv'ēr-īng), including.
creaked (krēkd), squeaked.
cre-a'tion (krē-ā'shūn), birth.
crea'ture (krē'tūr), any living thing.
croon'ing (krōon'īng), singing in a soft, low tone.
crop (krōp), harvest.
crouched (croucht), bent low over.
crown (kroun), topmost part.
crowned (kround), covered.
crystal (krīs'tāl), clear.
cul'ti-va't'ed (kūl'tī-vāt'ēd), carefully raised.
cup'board (kūb'erd), a closet.
curb'stone (kurb'stone), the raised edging of stone at the outer sides of a street.
cu'ri-ous-ly (kūr'i-ūs-lī), eagerly.
cus'tom (kūs'tūm), habit.
daf'fo-dil (dāf'ō-dīl), a yellow flower of the narcissus family.
dain'ty (dān'tī), pretty; attractive.
dam'age (dām'āj), harm; injury.
dames (dāmz), women.
dam'son (dām'z'n), a kind of plum.
dap'ple-gray (dāp'pl-grā), gray spotted with some other color.
dark, night-time.
dec'o-ra'tions (dēk'ō-rā'shūnz), trimmings.
deep (dēp), dark.
de-fend'ed (dē-fēnd'ēd), protected.

- De'i-ty** (dē'ī-tī), a name for God.
- del'i-cate** (dēl'ī-kāt), beautiful; pleasing.
- de-light'ed** (dē-lit'ēd), greatly pleased.
- delivery**, see special delivery stamp.
- de-part'** (dē-pärt'), leave; go away.
- de-pend'** (dē-pēnd'), trust; rely.
- de-scend'ing** (dē-sēnd'ing), coming down.
- de-sign'** (dē-zīn'), plan; sketch; drawing.
- des'ti-na'tion** (dēs'tī-nā'shūn), end of a journey.
- de-vel'op-ment** (dē-vēl'ōp-mēnt), examination of a subject in a way that makes clear what is unknown about it.
- de-vour'** (dē-vour'), to eat up.
- dī'a-crit'ī-cal** (dī'ā-krit'ī-kāl), showing pronunciation.
- dī'a-gram** (dī'ā-grām), outline.
- dī'a-ry** (dī'ā-rī), a written account of daily happenings.
- dic-ta'tion** (dīk-tā'shūn), something repeated for another to write down.
- dif'fer** (dīf'er), look unlike.
- dimmed the plain**, darkened the fields.
- din** (dīn), noise.
- dī-rec'tion** (dī-rēk'shūn), route or course of movement.
- dis'ap-peared'** (dīs'ā-pērd'), vanished.
- dis'con-tent'ed** (dīs'kōn-tēnt'ēd), dissatisfied; unhappy.
- dis-gust'ed** (dīs-gūst'ēd), displeased.
- dis'mal** (dīz'māl), dreary.
- dis-play'** (dīs-plā'), exhibition; show.
- doun'y** (doun'ī), covered with soft material, as feathers.
- drear** (drēr), sad and dismal looking.
- drow'si-ly** (drou'zī-lī), sleepily.
- dry'ads** (dri'ādz), wood nymphs, or fairies.
- dull** (dūl), foolish; stupid.
- dun'geon** (dūn'jūn), underground prison.
- du-ra'tion** (dū-rā'shūn), life; stay.
- earth'y** (erth'ī), in the ground.
- elms** (ēlmz), elm trees.
- elves** (ēlvz), small fairies.
- en-camped'** (ēn-kāmp't'), in camp.
- en-chant'ment** (ēn-chānt'mēnt), magic spell.
- en-closed'** (ēn-klōsd'), put in between.
- en-cour'aged** (ēn-kur'āj'd), cheered.
- en-dure'** (ēn-dūr'), bear.
- en-tire'** (ēn-tīr'), whole.
- en-twine'** (ēn-twīn'), fold about.
- en've-lope** (ēn'vē-lōp), a cover.
- E-niph'a-ny** (ē-pīf'ā-nī), the twelfth day after Christmas.
- er'rors** (ēr'ērz), mistakes.
- ex-am'ine** (ēg-zām'īn), study carefully.
- ex-celled'** (ēk-sēld'), become skilled.
- ex-cit'ed** (ēk-sīt'ēd), aroused.
- ex-claim'** (ēks-klām'), call aloud; cry out.
- ex-clam'a-to-ry** (ēks-klām'a-tō-rī), relating to an exclamation.
- ex-hib'it** (ēg-zīb'īt), show.
- ex-pe'ri-ence** (ēks-pē'rī-ēns), the happenings in an event.
- ex-press'** (ēks-prēs'), give; state.
- ex'tracts** (ēks'trākts), brief selections.
- ex-treme'ly** (ēks-trēm'lī), very.
- faint'ly** (fānt'lī), feebly; weakly.
- fair**, beautiful; place where things are shown for examination and comparison with others of the same kind.
- faith'ful** (fāth'fūl), true.
- faith'ful-ly** (fāth'fūl-lī), hard; dutifully.
- fall'ing** (fal'ing), fall; autumn.
- fa-mil'iar** (fā-mīl'yār), well acquainted; free and easy; without proper respect.
- fan'cy** (fān'sī), idea; ornamental.
- far**, much.
- fast** (fāst), firmly caught.
- fa'vor-ite** (fā'ver-īt), liked best.
- feath'er-y** (fēth'er-ī), looking like feathers.
- Feb'ru-a-ry** (fēb'rū-ā-rī), the second month of the year.
- feel'ing** (fēl'ing), thought; emotion.
- fell** (fēl), to cut down.
- fes'ti-val** (fēs'tī-vāl), a holiday.
- fes'tive** (fēs'tīv), playful.
- fī-nal-ly** (fī'nāl-lī), in the end.
- fine** (fīn), delicate and beautiful.
- fit** (fīt), suitable; of the right sort.
- fixed** (fīkst), fastened; in a steady gaze.
- fleec'y** (flēs'ī), like soft, white wool.
- flur'ry** (flūr'ī), excitement.
- flush** (flūsh), rush.
- forc'es** (fōrs'ēz), soldiers.
- fore'head** (fōr'ēd), brow; the part of face above the eyes.
- for'eign** (fōr'īn), belonging to a different country.
- for'est** (fōr'ēst), a large wood.
- for-ev'er on watch** (fōr-ēv'ēr ōn wōch), always on the lookout.
- form**, arrange.
- forms** (fōrmz), kinds.

for'tune, luck.

fra'grance (frā'grāns), sweet perfume.

fra'grant (frā'grānt), sweet smelling.

fringe (frinj), a border.

frol'ic (fról'ík), merry play.

frost-locked (frost-lókt), frozen.

frost'y (fros'tŭ), covered wth frost.

ga'ble (gā'b'l), the three-cornered end of the roof.

ga'lant-ly (gāl'ánt-lŭ), in a brave and noble manner.

gar'ments (gār'měntz), clothing.

gay (gā), bright.

gaze (gāz), stare; a steady look.

gen'er-ous (jěn'ēr-ūs), large.

gin (jĭn), a machine that removes the seeds from cotton.

ging'ham (gĭng'ām), cotton or linen striped cloth.

gleam (glēm), shine.

gleaned (glěnd), gathered.

glee (glē), joy; happiness.

glim'mer (glĭm'ēr), to shine faintly.

glo'ri-ous (glō'rĭ-ūs), bright and beautiful.

glos'sa-ry (glos'a rŭ), a list of words, giving meaning and pronunciation.

glow (glō), light.

gob'lin (gōb'lĭn), a playful and mischievous sprite much like the brownie.

god'fa'ther (gōd'fā'thēr), one who promises at the baptism of a child to look after its religious training.

gov'ern-ment (gŭv'ěr-n-měnt), the body of men chosen to make and carry out the laws of a country.

grasp (grāsp), firm hold.

grate'ful (grāt'fŭl), thankful.

grave (grāv), quiet; serious; proud and stately.

greet (grēt), to meet; to welcome.

grim (grĭm), unpleasant.

ground, background.

group (grōop), several; a collection.

guard (gard), protect.

guilt'y of (gĭlt'ŷ), deserving of blame for.

hacked and hack'ld, (hākt and hāk'ld), cut in a rough manner.

hap'pened (hăp'nd), chanced.

hard'ship (hārd'shĭp), suffering

hare (hār), rabbit.

hark, listen.

harsh, rough.

har'vest (har'vēst), crop.

hath (hāth), has, an old form, often used in poetry.

haw'thorn (hō'thōrn), a shrub or tree with white or pink flowers and red berries.

haze (hāz), mist.

ha'zel bank (hā'z'l bānk), the side of a hill where the hazel bushes grow.

hearth (hārth), the fireplace.

heavy (hěv'ŷ), hard.

hedge (hěj), a fence of bushes or shrubs.

Hi-a-wa'tha (hĭ'ā-wō'thā), the name of the chief character in Longfellow's poem "The Song of Hiawatha."

hid'den (hĭd'n), put out of sight.

home'ward (hōm'wěrd), going home.

hon'ey-comb (hŭn'ŷ-kōm), the wax cells made by bees to hold their honey.

hops (hōps), ripe cones of the hop plant.

hosts (hōsts), crowds.

hud'dled (hŭd'ld), crowded.

hy'a-cinth (hĭ'ā-sĭnth), a kind of flower.

illustrations, see Pictorial Illustration.

im-ag'ine (ĭ-măj'ĭn), pretend; make believe.

im-ag'ĭ-na-ry (ĭ-na-rĭ), make-believe.

im'ĭ-tate (ĭm'ĭ-tăt), do in the same way.

im-me'di-ate-ly (ĭ-mĕ'dĭ-ăt-lŷ), at once.

im-por'tant (ĭm-pŏr'tănt), principal; chief.

im-prove'ment (ĭm-prŏv'měnt), betterment.

in'ci-dent (ĭn'sĭ-děnt), event; happening.

in'com'ing (ĭn'kŭm'ĭng), entering; new.

in'com-plete' (ĭn'kōm-plĕt'), unfinished.

in-dent' (ĭn-dĕnt'), to set a line farther in from the left edge than the other lines.

In'di-a rub'ber (ĭn'dĭ-ā rŭb'er), a tough, elastic substance made from the juice of a plant growing in warm countries.

in'di-vis'ĭ-ble (ĭn'dĭ-vĭz'ĭ-b'l), strongly united.

in-ĭ'tial (ĭn-ĭsh'ăl), a letter that stands for a name.

in'mates (ĭn'mătz), dwellers.

in'no-cent (ĭn'ŏ-sĕnt), helpless and trusting.

in-quir'ing (ĭn-kwĭr'ĭng), asking.

in-quir'y (ĭn-kwĭr'ŷ), question.

in'sects (ĭn'sĕkts), bugs, bees, flies, etc.

I'ris (ĭ'ris), goddess of the rainbow.

ĭ'tems (ĭ'tĕmz), things jotted down.

jams (jǎmz), logs crowded together.
jang'ling (jǎng'gǎng), ringing noisily.
jin-rik'i-sha (jin-rik'i-shā), a small, two-wheeled vehicle drawn by one or two men, most common in Japan.
jun'gle (jǔng'g'l), a thick forest.
jus'tice (jǔs'tis), fairness.

ker'chief (kúr'chif), a cloth worn by women as a covering for the head.
king's high'way (hī'wā), public road.

lad'en (lād'n), heavy with a load.
lane (lān), a narrow road not used as a public driveway.
larch (lǎrch), a kind of tree.
lash (lǎsh), to switch back and forth.
lea (lē), meadow.
leaf'less (lēf'lēs), without leaves.
leath'er-y (lēth'er-y), looking as if covered with leather.
leg'end (lēj'ënd), an old story, not historical.
length'en-ing (lěng'th'n-ing), growing longer.
lī'bra-ry (lī'brā-rī), a building or room where books are kept.
līn'gers (līng'gērz), stays.
lit'er-a-ture (lit'er-a-tūr), fine writing, both poetry and prose.
live stock (liv stōk), the farm animals.
lo-ca'tion (lō-kā'shūn), situation.
lodge (lōj), hut; small house.
logs lay'ing on, placing logs on the roof to hold it in place.
loom (lōōm), machine for weaving.
low'er (lou'ēr), frown; look dark.
loy'al-ty (loi'āl-tī), faithfulness; devotion.
lus'cious (lǔsh'ūs), delicious.
lus'ti-er (lǔs'tī-ēr), louder; heartier.

mad'cap' (mǎd'kǎp'), wild and merry.
mag'ic (mǎj'ik), with more than human power.
maize (māz), Indian corn.
man'tle (mǎn't'l), cloak.
mar'gin (mar'jin), edge.
marsh, swamp.
Mass'a-soit (mās'a-soit), an Indian chief.
match (mǎch), equal.
ma-te-ri-al (mā-tē'rī-āl), that from which anything is made.
ma'tron-ly (mā'trūn-lī), grave and sober looking.

mat'ters, see **what matters**.
me-lo'di-ous (mē-lo'dī-ūs), musical.
meet, ready.
mer'ci-less (mūr'sī-lēs), without pity.
meth'od (mēth'ūd), manner; way.
mid'ship'man (mīd'shīp'mǎn), a cadet on board a vessel.
mild (mild), pleasantly warm.
mis'chief (mīs'chif), trouble; annoyance.
mis'haps (mīs'hǎps), accidents; injury.
Mis'sou (mīs'ōō), the name given to the Christmas brownie in Denmark.
mist (mīst), cloud; fog.
moan (mōn), make mournful sounds.
moc'ca-sin (mōk'a-sīn), the soft leather shoe worn by the Indians.
mod'est (mōd'ēt), humble.
mois'ture (mois'tūr), particles of water.
mo-not'o-ny (mō-nōt'ō-nī), sameness of action.
mould'er (mōld'ēr), turn to dust.
mourned (mōrnd), grieved; sorrowed.
mourn'ful-ly (mōrn'fōōl-ī), sadly.
moustache, see **old moustache**.
mul'ti-plied (mūl'tī-plīd), made greater.
mute (mūt), silent.

nar-cis'sus (nar-sīs'ūs), a common flower.
nas-tur'tium (nās-tur'shūm), a flower.
na'ture (nā'tūr), the outdoor world.
naugh'ty (nō'tī), disobedient.
nav'i-ga'tion (nav'ī-gā'shūn), use as a means of travel.
ne'ces-sa-ry (nes'ēs-sā-rī), needed.
neigh'bor-hood (nā'ber-hōōd), the district round about.
nest'lings (nēst'lingz), young birds.
no'ble (nō'b'l), brave.
note, notice.
no'tion (nō'shūn), idea.
nurs'ing (nūr'sing), taking good care of.
nymph (nīmf), a fanciful creature living on mountains, in trees, or in water.

ob'jects (ōb'jēkts), articles; things.
ob-serve' (ōb-zūr'v'), celebrate.
oc'cu-pa'tions (ōk'ū-pā'shūnz), work.
odd'ly (ōd'lī), queerly.
of-fend'ed (ō-fēnd'ēd), displeased.
of'fer-ing (ōf'ēr-ing), a gift.
old mous-tache' (mūs-tāsh'), soldier.
o-mit'ted (ō-mīt'ēd), left out.
o-pin'ion (ō-pīn'yūn), belief.

- or'ange** (ör'ənj), a fruit.
- o-rig'i-nal** (ō-rij'ī-nāl), in the beginning.
- o'ver-tops'** (ō'ver-tōps'), stretches over the top of.
- pains** (pānz), care.
- pant'ed** (pānt'əd), breathed hard.
- par-tic'u-lar** (par-tīk'ū-lar), special.
- pass'ers-by'** (pās'ērz-bī'), those who pass.
- pass'ing few** (pās'īng fū), very few.
- pa'tri-ot** (pā'trī-ōt), one who loves and defends his country.
- pat'ter** (pāt'tēr), slight sounds, as of footsteps; to fall gently, as of rain.
- pause** (pōz), a short stop.
- peep o'day** (pēp ō dā), very early in the morning; daybreak.
- pen'al-ty** (pēn'āl-tī), punishment.
- per-form'**, do.
- per-mis'sion** (per-mīsh'ūn), consent.
- per-son'i-fied** (pēr-sōn'ī-fīd), regarded as a person.
- pet'als** (pēt'ālz), the bright leaves of a flower's blossom.
- pi-an'ist** (pī-ān'īst), one who plays the piano.
- Pic-to-ri-al Il-lus-tra'tion** (pīk-tō'rī-āl il-ūs-trā'shūn), the description of anything by means of a picture.
- pinch'ing** (pīnch'īng), cold and foodless.
- pitched** (pīcht), set up.
- plan-ta'tion** (plān-tā'shūn), a large estate
- plaited** (plāt'əd), braided.
- pledge** (plēj), promise faithfully.
- plen'ti-ful-ly** (plēn'tī-fūl-lī), in large quantities.
- plot'ting** (plōt'īng), scheming.
- plucked** (plūkt), pulled; jerked.
- plumed** (plōōmd), decorated.
- po'et** (pō'ēt), one who writes poetry; here, a singer of a melody.
- po'ny ex-press'** (pō'nī ēk-prēs'), the name given the pony and its rider that, in the early days of America before railroads were built, carried the mail from place to place.
- por'tion** (pōr'shūn), share; amount.
- pos-ses'sion** (pōz-zēsh'ūn), ownership.
- post'er** (pōst'er), a kind of picture.
- pow'er** (pou'ēr), use in making things work, as the turning of a wheel by water power.
- pranks** (prānx), tricks.
- pray** (prā), ask.
- pre-cede'** (prē-sēd'), to come before.
- pre'cious** (prēsh'ūs), very valuable.
- pre-ferred'** (prē-fīrd'), liked better.
- pres'ent** (prēz'ənt), that which is now here.
- pres'ents** (prēz'ənts), gifts.
- pre'vi-ous** (prē'vī-ūs), former.
- prin'ci-pal** (prīn'sī-pāl), head of a school.
- print'ing** (prīnt'īng), marking.
- prize** (prīz), worthy of praise or reward.
- pro-nun-ci-a-tion** (pro-nūn sī-ā'shūn), the correct sounding of a word.
- prop'er** (prōp'er), real.
- proph'et** (prōf'ēt), one who tells something about the future.
- puff'ing** (pūf'īng), ruffling, as of feathers.
- pulp** (pūlp), the soft part of any fruit under the skin.
- pump'kin** (pūmp'kīn), a vegetable.
- punc'tu-a'tion** (pūngk'tū-ā'shūn), the division of a sentence into parts by the use of certain marks.
- pur-sue'** (per-sōō'), follow after; chase.
- quar'ters** (quār'tērz), rooms; places.
- queer** (kwēr), strange.
- quiv'er** (kwīv'ēr), a case for arrows.
- quiv'er-ing** (kwīv'ēr-īng), trembling.
- rac-coon'** (rā-kōōn'), small, furry animal.
- raid** (rād), attack.
- rare** (rār), wonderfully beautiful.
- rav'el-ing** (rāv'ēl-īng), becoming loose and ragged.
- rear** (rēr), raise.
- rea'son** (rēz'n), a statement to prove something true.
- rec'ord** (rēk'ord), a written account.
- re-cord'** (rē-kōrd'), to write down.
- reed** (rēd), a kind of tall grass.
- ref'er-ee'** (rēf'er-ē'), judge, as in a game.
- ref'er-ence** (rēf'ēr-ēns), as compared with.
- re-fers'** (rēf'ēr-z'), relates.
- re-freshed'** (rē-frēsh't'), made to feel clean and rested.
- re-joic'ing** (rē-jois'īng), happiness.
- re-late'** (rē-lāt'), refer.
- re-lat'ed** (rē-lāt'əd), told.
- re-mem'brance** (rē-mēm'brāns), a gift in memory of something, as a birthday.
- re-peat'ing** (rē-pēt'īng), saying over again.
- rep're-sent'** (rēp'rē-zēnt'), to picture; to present.
- re-quire'** (rē-kwīr'), need.
- re-tell'** (rē-tēl'), tell over again.
- re-write'** (rē-rīt'), write over again.
- rills** (rīlz), little streams or brooks,

- ri'pens** (rī'pēnz), is near its end.
- rip'ple** (rīp'pl), to go in little waves.
- rol'er** (rōl'ēr), a part of the printing machine that spreads the ink.
- root'lets** (rōōt'lēts), young, small roots.
- rough** (rūf), stormy; unpleasant.
- round-tow'er** (round-tou'ēr), an old time tower or castle built high and circular for better defense.
- rout'ed** (rout'ēd), put to flight.
- rud'dy** (rūd'ŷ), reddish in color.
- ruf'fle** (rūf'fl), a gathered edging.
- ruf'fled** (rūf'fld), put in motion.
- rush'ing** (rūsh'ŷng), rapidly flowing.
- rus'set** (rūs'ēt), reddish-brown.
- rus'tle** (rūs'tl), a sound as of the movement of leaves in the breeze.
- said** (sēd), spoke.
- sai'u-ta'tion** (sāl'ū-tā'shūn), the part of a letter that tells to whom it is written.
- sa-lute'** (sā-lūt'), expression of respect and loyalty; greeting.
- sa-lut'ed** (sa-lūt'ēd), greeted respectfully.
- sau'cy** (saw'sī), impudent.
- saw'yer** (sō'yēr), one whose work is to saw down trees.
- scaled** (skāld), climbed.
- scene** (sēn), the place where a play or a part of it is laid.
- score** (skōr), account.
- sear** (sēr), dry and withered.
- sea'son** (sē'z'n), time; period.
- seek** (sēk), look for.
- se-lect'ed** (sē-lēkt'ēd), chosen.
- self-sac'ri-fice** (sēlf-sāk'ri-fis), unselfishness; loving devotion.
- Seminole** (sēm'ī-nōl), name of Indian tribe.
- se-ries** (sē'rēz), a number of things of the same kind arranged in a certain order.
- set'tle** (set'tl), to make a permanent home.
- share** (shar), divide.
- sheaf** (shēf), bundle.
- shear'ing** (shēr'ŷng), cutting the wool from sheep.
- sheaves** (shēvz), bundles of grain.
- sheer** (shēr), very.
- shine** (shīn), to give a bright, steady light.
- shiv'ered** (shīv'ērd), trembled.
- shoots** (shōōts), springs; grows.
- shut'tle** (shūt'tl), the instrument that holds the thread in weaving.
- sig'nal** (sīg'nāl), sign.
- sig'na-ture** (sīg'nā-tūr), the part of a letter that names the writer.
- sil'ver-y** (sīl'ver-ŷ), like silver.
- sim'i-lar** (sīm'ī-lar), like something else.
- sleet** (slēt), fine, icy particles.
- slen'der** (slēn'der), slight.
- snow wreath** (snō rēth), a spring flower.
- snug** (snūg), close fitting.
- so-ci'e-ty** (sō-sī'ē-tŷ), companions.
- soft** (sōft), gentle.
- soothed** (sōōthd), comforted.
- sort'ing** (sōrt'ŷng), separating into small portions for combing.
- sound**, healthy.
- spe'cial de-liv'er-y stamp** (spēsh'ŷl dē-līv'-ēr-i-stāmp), a kind of stamp that insures immediate delivery of a piece of mail.
- sped** (spēd), caused to move.
- spec'ta-cle** (spēk'tā-k'l), sight.
- spin'dle** (spīn'd'l), the rod or pin on which the thread is wound in spinning.
- spir'it** (spīr'īt), feeling.
- spite of** (spīt), even though having.
- spray** (sprā), branch.
- spread'ing** (sprēd'ŷng), stretching out.
- sprites** (sprīts), fairies.
- spun** (spūn), the threads drawn out and twisted for weaving.
- squalls** (skwōlz), violent gusts of wind.
- Squan'to** (Skwan'tō), an Indian friendly to the Pilgrims.
- stalk** (stawk), the stem.
- stall** (stōl), a small, open apartment on the street with a table or counter on which are things for sale.
- stand'ard** (stān'dard), the foundation on which something is supported.
- stan'za** (stān'zā), one of the divisions of a poem.
- stare**, a steady look.
- state** (stāt), condition.
- stee'ple** (stē'p'l), the pointed spire or top of a building.
- steps** (stēps), points.
- stern** (stūrn), harsh; severe.
- stirred** (sturd), moved.
- stock**, see live stock.
- store** (stōr), hide away for safe keeping.
- stream'er** (strēm'er), something hanging or floating, as a ribbon.
- stu'di-ous** (stū'dī-ūs), loving to study.
- stud'y** (stūd'ŷ), a room set aside for reading and study.

- sug-gests'** (sug-jěstz'), tells.
- sulk'y** (sül'k'i), cross.
- sum'ma-ry** (süm'a-rī), a short summing up.
- sup-plies'** (sü-pliz'), food and other things needed.
- sur-name** (sur'nām), last or family name.
- sur-pris'es** (sur-priz'ěz), things that surprise one.
- sur-round'ings** (sü-round'-ingz), what is near on all sides.
- sur-vey'ing** (sür-vā'ing), measuring distances on the land.
- swarm** (swōrm), the entire hive of bees.
- sway'ing** (swā'ing), waving.
- sweep'ing down**, rushing down.
- sweet'meats'** (swēt'mětz'), fruits coated with sugar so as to be almost like candy.
- swirled** (swúrlđ), whirled.
- swoop** (swōōp), to come down swiftly.
- sym'bol** (sím'ból), sign.
- tasks**, work.
- tem'per-a-ture** (těm'per-a-tūr), degree of heat or cold.
- tem-po-rar'i-ly**, for a little while.
- ter'ri-fied** (těr'i-fid), frightened.
- ter'ri-to-ry** (těr'i-tō-rī), land.
- thatch** (thäch), a covering for the roof made of straw.
- thiev'ish** (thěv'ish), with a desire to steal.
- thou**, you.
- threat'ened** (thrět''nd), looked as though.
- thrill** (thrīl), excitement.
- thrives** (thrivz), grows.
- tide** is low (tid is lō), the time when the water is drawn away from the shore by action of the sun and moon on different parts of the earth.
- tin'gle** (ting'li), sharpness, as of cold.
- tints** (tintz), colors.
- tū'ny** (tī'ni), small.
- tī'tle** (tī't'li), name.
- to-bog'gan** (tō-bōg'gān), a long, flat-bottomed, light sled, used for coasting.
- tok'en** (tōk'n), sign.
- tow'er** (tou'ēr), castle; fortress.
- trans'por-ta'tion** (trāns'pōr-tā'shūn), carrying.
- treat'ed** (trět'ěd), thought of.
- trea'ty** (trět'ti), an agreement made according to law.
- trem'bling** (trēm'b'ling), quivering.
- trills** (trīlz), sings.
- trou'bled** (trüb'ld), disturbed; sad.
- trough** (trōf), a large vessel to hold water or food for farm animals.
- trun'dle-bed** (trún'd'l-běd), a small, low bed for children.
- tur'ret** (tūr'ět), a little tower at the top of a building.
- twi'light** (twi'lit'), the time between daylight and dark.
- twi'n'kle** (twīng'k'li), to sparkle.
- un-bid'den** (ün-bīd'n), unasked.
- unguided** (ün-gīd'ěd), without guide or any form of control.
- un-guard'ed** (ün-gārd'ěd), unprotected.
- Un'ion** (ün'yūn), the United States.
- un-wink'ing** (ün-wīnk'ing), steady.
- ur'chins** (ūr'chīnz), mischievous boys.
- vain** (vān), proud.
- val'ue** (vāl'ū), worth.
- van'ished** (vān'isht), disappeared.
- va'ri-ous** (vā'ri-ūs), different.
- ve'hi-cle** (vē'hi-k'li), that in which a person or thing is carried on land.
- view** (vū), sight.
- wan'der-ing** (wōn'dēr-ing), roaming.
- war'ble** (war'b'li), sing.
- wast'ed** (wāst'ěd), became thin and pale.
- weav'er** (wēv'ēr), the one who makes cloth from the spun threads.
- wedge** (wěj), a piece of metal used to force apart or raise heavy bodies.
- what-ev'er was** (hwōt-ěv'ēr), what could be.
- what mat'ters** (mat'ěrz), what difference does it make?
- wheat stack** (hwět stāk), wheat, still on the stalk, arranged in a large, orderly pile.
- wheez'y** (hwěz'ī), breathing hard as if with a cold.
- whirl** (hwurl), a blowing about.
- whisked** (hwīskđ), moved quickly.
- whisk'ing** (hwīsk'ing), blowing about.
- whit** (hwīt), bit; instant; no whit, nothing.
- wig'wams** (wīg'wōmz), Indian tents.
- witch'es** (wich'ěz), spirits with magic powers, usually evil.
- withal**, in spite of all this.
- won'der world** (wūn'dēr world), a place full of strange and surprising things.
- wood'en** (wōōd'n), made of wood.
- word'less** (wūrd'lěs), without words.
- worn** (wōrn), reached around to.
- wō'ven** (wō'v'n), made into cloth.

INDEX

- A, with beginning consonants, 37, 38, 40, 42, 69, 117, 120, 129, 145
- Abbreviations:
capitals with, 58, 69, 120, 128, 139, 149, 189, 192, 202, 269
common, 202, 206, 207, 228, 229, 268
definition of, 58
end with period, 58, 69, 75, 76, 82, 120, 128, 139, 192, 202, etc.
in titles, 75, 82, 107, 120, 121, 128, 139, 149, 202, 203, 269
of days of week, 192, 193, 269
of months, 58, 69, 76, 82, 107, 120, 128, 139, 193, 194, 269
of names, 72, 82, 107, 128, 202, 266, 269
of names of places, 202, 205, 209, 217, 218, 220
St. for *saint*, 205, 206
summary of, 69, 128, 269
- Accent mark, 171, 172, 173, 181, 190, 203, 216, 223, 233, etc.
- Addressing envelopes, 217, 218, 220, 228, 229, 233, 248, 268
- An, with vowels, 37, 38, 40, 42, 69, 117, 120, 129, 145, 272
- And, or, 152, 153, 159, 203, 271
- Apostrophe:
in contractions, 232, 233, 253, 262, 265, 270
to show possession with plural words ending in *s*, 186, 190, 203, 233, 270
with *s* added to singular words, 186, 190, 203, 205, 233, 238, 265, 270
- Are, with words meaning *more than one*, 21, 28, 44, 53, 69, 75, 110, 117, 129, 139, 177, 272
- "Arlington," 74
- Biographies:
Harris, 213
Washington, 208
- Calendar, making a, 193
- Capitalization:
beginning of every sentence, 10, 11, 13, 19, 23, 28, 53, 69, 105, 120, 128, 138, 139, etc.
days of week, 50, 53, 69, 120, 121, 128, 139, etc.
I, used as a word, 23, 28, 40, 69, 120, 121, 128, 220, etc.
in abbreviations, 58, 69, 120, 128, 139, 149, 189, 192, etc.
in direct quotations, 257, 258, 262, 269
in poetry, 115, 120, 121, 128, 224, 257, 266, 269
in titles, 33, 34, 42, 69, 117, 118, 120, 121, 128, 133, 139, 142, 149, 151, 220, 247, 248, 259, 266, 269
initials, 72, 82, 107, 120, 121, 128, 189, 202, 266, 269
names for Deity, 187, 190, 203, 212, 269
names of holidays, 43, 53, 69, 120, 121, 128, 149, 189, 269
names of months, 57, 58, 69, 76, 115, 120, 121, 128, 139, 149, 193, 269
names of persons, 72, 82, 107, 120, 121, 128, 189, 202, 205, 209, 266, 269
names of places, 187, 189, 190, 202, 203, 209, 212, 269
of titles, 75, 82, 107, 117, 120, 121, 128, 139, 149, 205, 269
summary of, 69, 128, 203, 269

Colon:

in letter writing, 206, 220, 228,
229, 248, 268, 270

Commas:

separating direct quotation from
sentence, 257, 262, 270

separating words in a series, 152,
153, 159, 203, 270

summary, 128, 203, 270

with dates, 76, 77, 82, 107, 128,
193, 194, 195, 206, 220, 228,
248, 250, 261, 262, 270

with *yes* and *no*, 264, 270

Complimentary close of letter,
207, 220, 229, 233, 248, 268

Composition:

Apples, 151

Arbor Day, 238, 248

Birds, The, 96

Birthdays, 77

Carpenter, The, 199

Chickens, 105

Christmas, 45

Christmas, Our, 190

Christmas Tree, Our, 52

County Fair, The, 144

Farm Animal I Have Seen, 162

Farm Animals, 161

Farming, 251

Flowers That I Know, 8

Garden, My, 114

Holidays, 43

How to Make a Coop, 254

How to Play Marbles, 109

India Rubber, 102

Jack-o'-lantern, My, 159

Kite, My, 224

Letter, Journey of, 219

Nuts, 152

Pets, My, 8

Playground Game, A, 66

Composition (*Continued*):

Postage Stamps, 218

Poultry, 254

Preparation for Winter, 136

Pumpkin, The, 32

Pussy Willows, 88

Rain, The, 100

Telling Time, 24

Retelling:

Aaron and the Blue Jays, 98

Big Red Apple, The, 19

Dog and the Horse, The, 25

Easter Surprise, An, 105

Fairy's New Year Gift, 56

Flag, A Story of the, 80

Lee's Love for Children, 198

Little Girl Who Would Not
Work, The, 7

March's Call, 84

Mother's Christmas Present,
49

Stories Liked Bes, 118

Thanksgiving Day, 35

Three Pumpkins, The, 32

Two Gardens, The, 114

Waking of the Flowers, 119

Sheep, 180

Shelter, 195

Sports, Winter, 200

Spring, 95, 230

Spring, subject, Choice of, 240

Spring Flowers, 243

Spring Games, 251

St. Valentine, 205

State Fair, The, 144

Swimming Race, A, 126

Thanksgiving Day, 35, 41, 173

Transportation of Mail, 219

Transportation on Land, 228

Transportation on Water, 227

Composition (*Continued*):

- Trees, The, 235
 - Trees, Uses of, 236
 - Vacation, My, 268
 - Vegetables, 162
 - Visitors to a Fruit Tree, 138
 - Water, 225
 - Weather, The, 85
 - What I Know about Fruits, 137
 - Wind, The, 222
 - Wool, 181
- Connecting words: *and*, *or*, 152, 153, 159, 203, 271
- Contractions:
- apostrophe in, 232, 233, 253, 262, 265, 270
 - definition of, 233, 270
 - final *g* omitted, 253
- Dates:
- comma between day and month, 250, 251, 261, 262, 270
 - comma between day of month and year, 76, 77, 107, 128, 193, 194, 251, 261, 262, 270
- Days of week:
- abbreviations of, 192, 193, 269
 - capitals in, 50, 53, 69, 120, 121, 128, 149, 190, 192, 193, etc.
- Deity, capitals for, 187, 190, 203, 212, 269
- Diacritical marks, 172, 173, 181, 203, 223, 233, 271
- Diagram, making a, 8, 243
- Dialogue:
- definition of, 5
 - making a, 45, 260, 264
- Diary, keeping a, 194, 195, 251, 261, 262
- Dictation, 26, 60, 85, 95, 121, etc.

Dictionary:

- accent mark, 171, 172, 173, 181, 190, 203, 216, 233, 271
 - alphabetical arrangement, 140, 141, 145, 155, 156, 173, 190, 203, 223, 235, 248, 271
 - diacritical marks, 172, 173, 181, 203, 223, 233, 271
 - game, 236
 - illustrations in, 192, 203, 233
 - index words, 156, 159, 203, 271
 - meaning of words in, 181, 190, 203, 223, 233, 248, 258, 271
 - pronunciation shown in, 172, 173, 181, 190, 203, 223, 233, 253
- Directions (east, west, etc.), 88
- Dramatizations, 5, 19, 84, 89, 119, 238, 246, 260
- Envelopes, addressing, 217, 218, 220, 228, 229, 233, 248, 268
- Exclamation mark, 96, 98, 105, 107, 115, 128, 135, 269
- Exclamations, 96, 128, 135, 177, 271
- Exclamatory sentences, 96, 98, 105, 107, 128, 139, 177, 271
- Fables, 24, 25
- Games:
- a* and *an*, 40
 - dictionary, 235
 - guessing (*how* words), 116
 - have*, *haven't*, 82
 - "hide-and-go-seek," 93
 - I am not*, 23
 - It is I*, *he*, *she*, 68
 - possessive game, 187
 - question game, 23
 - You were*, 45

- Glossary, 7, 289
- Grow, grew, grown*, 244, 247, 248, 260, 272
- Has, have*, 199, 203, 204, 272
- Have, haven't*:
drill on, 82, 117, 130, 139, 272
game, 82
- Heading of letter, 206, 207, 220, 229, 233, 271
- Holidays, capitals in names of, 43, 53, 69, 120, 121, 128, 149, 189, 269
- How* words, 116, 117, 120, 130, 272
- Hyphen:
definition of, 148, 203, 269
to divide words into syllables at end of line, 148, 159, 179, 203, 269
- I*, as a word, 23, 26, 28, 40, 69, 95, 269
- I am not*:
drill on, 23, 28, 69, 130, 272
game, 23
- Indentation, 144, 145, 151, 180, 203, 271
- Initials, 72, 107, 121, 128, 202, 266, 269
- Is*, with words meaning *one*, 21, 28, 44, 53, 69, 75, 110, 117, 129, 139, 272
- It is I, he, she*:
drill on, 68, 69, 110, 117, 130, 139, 272
game, 68
- Letter writing:
addressing envelopes, 217, 218, 220, 228, 229, 233, 248, 268
complimentary close, 207, 220, 229, 233, 248, 268, 271
heading, 206, 207, 220, 229, 233, 248, 268, 271
salutation, 206, 207, 220, 229, 233, 248, 268, 271
- Letter writing (*Continued*):
signature, 207, 220, 229, 233, 248, 268, 271
- Literature (prose):
Aaron and the Blue Jays, *Le Clair*, 97
Apple-seed John, *Bailey*, 147
Arbutus, The Legend of the, *Bailey*, 245
Big Red Apple, The, *Patch*, 15
Brownies, 157
Calico's Story, The, 178
Cherokee Legend, A, 73
Christmas in Other Lands, 188
Clytie, The Legend of, 142
Dandelion, The, 258
Dog and the Horse, The, 24
Easter Customs, 242
Easter Surprise, An, *Oglevee*, 102
Fairy's New Year Gift, The, *Poulsou*, 54
Flag, A Story of the, *Bailey*, 77
Flag, Our, 211
Flax, The, *Andersen*, 175
Habits of Flowers, The, 138
Harris, Joel Chandler, 213
Iris's Bridge, *Cooke*, 226
Letters Showing Lee's Love for Children, 197
Little Girl Who Would Not Work, The, 3
March's Call, *Betts*, 83
Mother's Christmas Present, *Lindsay*, 47
Mother Nature and the Cotton Bolls, 2
Pilgrims, The, 168
Silvercap, King of the Frost Fairies, *Patterson*, 165
St. Valentine, 205

Literature (prose) (*Continued*):

Three Pumpkins, The, *Bowman*, 29

True Citizens, *McDowell*, 212

Two Gardens, The, *Bailey*, 110

Washington, Boyhood of, 208

Willie's Visit to the Seashore, *Lotherington*, 124

Why the Rabbit's Tail is Short, 230

Months:

abbreviations of, 58, 69, 76, 82, 107, 120, 128, 139, 193, 194, 203, 269

capitals in names of, 57, 58, 69, 76, 115, 120, 121, 128, 139, 149, 193, 269

making a calendar, 193

names of, 57

Names:

abbreviations of, 72, 82, 107, 128, 202, 266, 269

capitals in, 72, 128, 187, 269

Christian, 72, 82, 107, 128, 269

definition of, 72

family, 72, 82, 107, 139, 269

for Deity, 187, 190, 203, 212, 269

given, 72, 82, 107, 139, 269

initials, 72, 82, 107, 120, 121, 128, 189, 202, 269

middle, 72, 82, 107, 128, 269

of places, 187, 189, 190, 202, etc.

summary of, 128, 269

No and *yes*, 264, 270

Notebook, keeping a, 10, 11, 12, 23, 26, 34, etc.

Or, 152, 153, 159, 203, 271

Outline:

definition of, 239, 271

making an, 239, 240, 247, 248, 254, 266

Paragraph:

definition of, 143, 145, 271

indentation of, 144, 145, 151, 180, 203, 271

making a, 150, 151, 155, 157, 158, 166, 169, 179, 180, etc.

selection of, 143, 144, 145, 147, 157, 158, 159, 169, 179

topic of, 143, 144, 145, 147, 157, 158, 159, 166, 169, 179, 203, 205, 238, 271

Period:

at end of abbreviation, 58, 69, 75, 76, 82, 107, 120, 128, 139, 192, 193, 202, 205, 269

at end of statement, 10, 11, 13, 19, 28, 33, 69, 105, 128, 138, 151, 256, 269

summary of, 69, 129, 269

with initials, 72, 107, 202, 266, 269

Personification:

capitals in, 238, 248, 256, 269

definition of, 238

Pictures:

An Indian Camp, 196

At the Watering Trough, *Dagman-Boweret*, 27

Brother Fox's Tar Baby, 86

Circus, The, *Briggs*, 255

Christmas Dreams, *Briggs*, 182

Christmas Secret, A, 46

Cotton Scenes, *Frontispiece*

Day of Real Sport, A, *Briggs*, 14

Evening at the Farm, *Briggs*, 163

Feeding the Birds, 132

First Thanksgiving Day, The, 170

Gathering Apples, 20

Pictures (*Continued*):

- Getting Ready for Christmas, 51
 "Here Comes the Train!" 122
 Hide-and-go-seek, 90
 How an American Boy Routed the British Soldiers, *Briggs*, 81
 Indian Pony, *An*, 229
 Lee's Home, "Arlington," on the Potomac, 74
 Little Benjamin Franklin's Fishing Wharf, *Briggs*, 241
 Marbles, A Game of, 109
 Mill in Holland, 225
 Never Brag of Your Fish Before You Catch Him, *Briggs*, 267
 "One, Two, Three, Go!" 67
 Pets, *My*, 9
 Pony Express and a Western Mail Coach, *A*, 219
 Real Thanksgiving Spirit, *The*, 39
 Shepherd Boy, *The*, 180
 Soap Bubbles, 101
 Squirrels, *The*, *Carter*, 154
 Washington Crossing the Delaware, *Leutze*, 210
 Walk, A Saturday Afternoon, 201
 Work and Play of Snow Time, *Briggs*, 61
 "You're No Chicken!" *Paton*, 106

Places:

- abbreviations of names of, 202, 205, 209, 217, 218, 220, 269
 capitals with names of, 187, 189, 190, 202, 203, 205, 209, etc.

Plural:

- are* used with, 21, 28, 44, 53, 69, 75, 110, 120, 129, 139, 177, 272
 definition of, 40, 42
have with, 199, 203, 204, 272

Plural (*Continued*)

- in s*, 268, 270
 summary of, 69, 129, 272
were, with, 44, 53, 69, 75, 110, 129, 177, 272
 words, 40, 41, 42, 69, 75, 120, 129, 135, 268, 272

Poems:

- April, *Rexford*, 234
 Baby Seed Song, *Nesbit*, 115
 Birds' Christmas, *Thaxter*, 183
 Birds in Spring, *Preston*, 94
 Bob White! Wheat's Ripe!
Whitsett, 263
 Boy's Song, *A*, *Hogg*, 265
 Children's Hour, *Longfellow*, 215
 Christmas Joy, 52
 December, *Rossetti*, 174
 High and Low, *Tabb*, 59
 March, *Bryant*, 221
 May, *Moorhouse*, 249
 Mr. Dream-Maker, *Peck*, 191
 My Shadow, *Stevenson*, 70
 Nature's Hired Man, *Bangs*, 252
 November, 160
 October, *Rossetti*, 146
 October Sunshine, *Ellerton*, 12
 Old Clock, *The*, *McNeill*, 22
 One, Two, Three, *Bunner*, 91
 Robin, *Schütze*, 99
 Robin Redbreast, *Allingham*, 134
 September, *Rossetti*, 136
 Song, *A*, *Young*, 204
 Thanksgiving Day, *Child*, 35
 Thanksgiving Song, 41
 Throstle, *The*, *Tennyson*, 123
 Tree, *The*, *Björnson*, 237
 Vacation, *Bates*, 127
 Violets, *Moultrie*, 247
 Waiting to Grow, 243

Poems (*Continued*):

- Waking of the Flowers, The,
Bowman, 118
What They Do, *Alcott*, 256
Who Loves the Trees Best?
Douglas, 89
Wind in a Frolic, The, *Howitt*,
222
Wynken, Blynken, and Nod,
Field, 62

Poetry, capitals in, 115, 120, 128,
224, 256, 266, 269

Possession, 186

Possessive:

- apostrophe with, 186, 190, 203,
205, 233, 238, 265, 270
definition, 186

Poster, cutting and mounting, 25,
32, 218

Pronunciation:

- accent, 171, 172, 173, 181, 190,
203, 216, 223, 233, 253, 271
diacritical marks showing, 172,
173, 181, 203, 223, 233, 271
dictionary, 171, 172, 271

Punctuation (see Comma, Excla-
mation mark, Period, etc.)

Question, the:

- definition of, 13, 69
question mark with, 13, 15, 19,
23, 24, 28, 33, 69, 105, 107,
128, 135, 139, 226, etc.
summary of, 69, 128, 269

Quotation marks:

- definition of, 214
in direct quotations, 257, 258,
262, 270
with titles, 214, 220, 259, 270

Quotations, direct:

- capitals in, 257, 258, 262, 269
commas separating, 257, 262, 270
definition of, 257, 262

Quotations, direct (*Continued*):

quotation marks with, 257,
258, 262, 270

Review of Chapter, 11, 28, 42, 53,
82, 93, 107, 120, 145, 159, 173,
190, 220, 233, 248, 262

Riddles, 26, 85, 95, 108

s and apostrophe added to singular
words to show possession, 186,
190, 203, 205, 233, 238, 265, 270
plurals in, 268, 271

Saint, *St.* for, 205, 206

Salutation of letter, 206, 207, 220,
229, 233, 248, 268, 271

See, *saw*, 258, 259, 262, 272

Sentence:

- as a question (see Question)
as a statement, 10, 11, 13, 28
capitals with, 10, 11, 13, 19, 23,
28, 53, 69, 105, 120, 128, 138,
139, 224, 256, 266, 269
definition of, 10, 11, 13, 129
exclamatory, 96, 98, 105, 107,
115, 128, 135, 139, 177, 271
summary of, 69, 129, 270

Series, words in a, 152, 153, 159,
203, 270

Signature of letter, 207, 220, 229,
233, 248, 268, 271

Singular and plural:

has and *have* with, 199, 203, 204,
272

Informal definition of, 40, 42

Is and *are* with, 21, 28, 44, 53,
69, 75, 110, 117, 129, 139,
177, 272

possessives of, 186, 190, 203,
205, 233, 238, 265, 270

summary of, 69, 129, 271

was and *were* with, 44, 45, 53, 69,
75, 110, 117, 129, 177, 272

words, 40, 41, 42, 44, 69, 75, etc.

Statement:

- period with, 10, 11, 13, 19, 28, 33, 69, 105, 138, 139, 151, 177
- sentence as, 10, 13, 28
- summary, 69, 129, 270

Summaries:

- general, 269-272
- of capitals, 69, 128, 203, 269
- of correct use of words, 69, 129, 203, 272
- of diaries, 261, 262
- of half-year, 69, 203
- of language facts, 69, 129, 203, 270
- of punctuation, 69, 129, 203, 269

Syllables:

- according to dictionary, 181, 190, 203
- definition of, 148, 203
- hyphen between, 148, 159, 172, 179, 203, 269

There and *their*, 164, 169, 173, 203, 217, 247, 272

This, *that*, *these*, *those*, 65, 66, 69, 117, 129, 139, 272

Titles:

- abbreviation of, 75, 82, 107, 120, 121, 128, 139, 149, 202, 203, 269
- capitals in poems, stories, pictures, etc., 33, 34, 42, 69, 117, 118, 120, 121, 128, 142, 149, 151, 220, 247, 259, 266, 269
- definition of, 33
- of persons, 75, 82, 107, 120, 121, 128, 139, 266, 269
- place of, 143, 144, 145, 151, 203
- quotation marks with, 214, 220, 259, 270
- summary of, 69, 128, 269

To, *too*, *two*, 166, 167, 168, 173, 203, 262, 272

Topics:

- of paragraphs, 143, 144, 145, 147, 150, 166, 179, 197, 198, 203, 271

Topics (*Continued*):

- use of, 157, 159, 161, 162, 181, 197, 199, 205, 219, 224, 240, 247, 254, 268

Vowels:

- drill on with *an*, 37, 38, 40, 42, 69, 117, 120, 129, 145, 272

Was, *were*, 44, 45, 53, 69, 75, 110, 117, 129, 177, 272

Where words, 90, 92, 93, 104, 107, 130, 169, 272

Words:

- accent of, 171, 172, 173, 181, 203, 216, 233, 271

choice of, 256, 258

commas with, 152, 153, 159, 203

connecting, 152, 159, 203, 271

exclamations, 96, 98, 105, 107,

115, 128, 135, 139, 177, 271

divided at end of line, 148, 159, 179, 203, 269

how, 116, 117, 120, 130, 272

I, as, 23, 26, 28, 40, 69, 120, 121, 128, 220, 224, 256, 269

index, 156, 159, 203, 223, 233, 271

in series, 152, 153, 159, 203, 270

meaning of, 181, 236, 248

personified, 237, 238, 248, 269

possessives, 186, 190, 203, etc.

pronunciation of, 171, 172, 173, 181, 203, 223, 233, 271

singular and plural, 21, 40, 41,

42, 69, 75, 120, 129, 135, etc.

summary of correct use of, 69, 129, 203, 272

where (see *Where* words)

Yes and *no*, 264, 270

You were:

- drill on, 45, 53, 69, 110, 120, 129, 139, 272

game, 45





